

Evaluating the Impact of Training and Development on Customer Service in Namibia: The Case Study of the Ministry of Veterans Affairs

by

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Declaration

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Abstract

Training and development is one of the essential areas of personal and professional growth and makes a meaningful contribution to institutional growth if it is managed well. This study evaluated the impact of training and development on customer service in the Ministry of Veterans Affairs (MoVA) in the Namibian government. The main purpose of the study was to investigate whether the customer care training that was provided to MoVA employees brought about changes within the institution and how it capacitated employees with the necessary skills to improve service delivery.

The six regions, Khomas, Otjozondjupa, Oshana, Omusati, Ohangwena and Oshikoto formed the target population for veterans while MoVA employees based at head office represented MoVA employees. A purposive sample was used as only veterans between the age of 58 and 70 years who are benefiting in more than one of the available projects or programmes facilitated by the MoVA. Questionnaires were used for the whole group to collect responses from respondents.

The main findings of the study indicated that customer care training provided to MoVA employees brought changes and minimised complaints from clients. MoVA employees can now handle difficult clients without complaints, while 83% of veterans confirmed that MoVA employees have changed after attending the training. The participants of the study also suggested that related skills training should be provided at least once every two years to refresh employees' skills and minds and to address barriers that hinder quality service rendered by the institution. Furthermore, communication and time management skills were shown as additional skills acquired from the training that improved the working conditions for MoVA employees.

Based on the findings, the researcher recommended that related skills training, such as time management and proper planning, should be provided to improve service delivery.

Opsomming

Opleiding en ontwikkeling is twee van die mees noodsaaklike persoonlike en professionele groeiareas wat 'n noodsaaklike bydrae tot die institusionele groei lewer indien dit goed hanteer word. Hierdie studie het die trefkrag van opleiding en ontwikkeling op die kliëntediens van die Departement van Veteraanaangeleenthede (MoVA) in die Namibiese regering geëvalueer. Die hoofdoelwit van die studie was om vas te stel of die opleiding van die kliëntediens wat aan die MoVA-werknemers gebied word, veranderinge binne die instansie teweeggebring het en hoe laasgenoemde werknemers met die noodsaaklike vaardighede toegerus is om dienslewering te verbeter.

Die volgende ses streke het die teikenbevolking vir veterane gevorm: die Khomas-, Otjozondjupa-, Oshana-, Omusati-, Ohangwena- en Oshikoto-streek. Werknemers van die Departement van Veteraangeleenthede, gestasioneer by die hoofkantoor, het die MoVA-werknemers verteenwoordig. 'n Steekproef is gebruik aangesien slegs veterane tussen die ouderdomme van 58 en 70 jaar voordeel trek uit meer as een projek of programme wat deur die MoVA gefasiliteer word. Semigestruktureerde vraelyste is vir die hele groep gebruik om sodoende antwoorde van respondente te versamel.

Die hoofbevindings van die studie het aangedui dat die kliëntediensopleiding wat aan die MoVA-werknemers gebied word, veranderinge teweeggebring het en die kliënte se klagtes geminimaliseer het. Die MoVA-werknemers is nou in staat om moeilike kliënte sonder klagtes te hanteer terwyl 83% van die veterane bevestig het dat die werknemers se houding na hulle opleiding verander het. Opleiding ten opsigte van verbandhoudende vaardighede behoort ten minste een maal elke twee jaar aangebied te word om die werknemers se vaardighede op te skerp, hulle geheue te verfris en aangeleenthede uit die weg te ruim wat verhinder dat kwaliteitsdiens deur die instansie gelewer word. Voorts het geblyk dat kommunikasie- en tydsbestuurs-vaardighede bykomende vaardighede is wat noodsaaklik is wat deur opleiding verkry moet word om die werksomstandighede van die MoVA-werknemers te verbeter.

Gebaseer op hierdie bevindings, het die navorser aanbeveel dat die opleiding ten opsigte van verbandhoudende vaardighede, byvoorbeeld tydsbestuur en behoorlike beplanning verskaf behoort te word om dienslewering te verbeter.

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List of abbreviations

DHRD	Directorate of Human Resources Development
DoPHSA	Directorate of Policy, Heritage and Social Affairs
HRDU	Human Resources Development Unit
HRDPF	Human Resources Development Policy Framework
IVP	Individuals Veterans Projects
MoVA	Ministry of Veterans Affairs
NIPAM	Namibia Institute of Public Administration and Management
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
OMA	offices/ministries/agencies
OPM	Office of the Prime Minister
PDP	personal development plan
RC	regional councils
T&D	training and development
TNA	training needs analysis
VF	Veterans Fund
VB	Veterans' Board

1 INTRODUCTION AND PROBLEM STATEMENT

1.1 INTRODUCTION

The Namibian Government is divided into three spheres – central, regional and local government. The division aims to ensure smooth and quality service delivery to its citizens and improved customer service. The central government is further divided into offices, ministries and agencies (OMAs). Each OMA has a certain mandate to fulfil in line with its Act. The Office of the Prime Minister (OPM), for example, is responsible for human resources development in the public sector of Namibia (Republic of Namibia, 2012:2).

The Human Resource Development Unit (HRDU) within the OPM, serves to support a network of trainers in various government OMAs to ensure quality service delivery. Additionally, HRDU facilitates the provision of skills training to improve performance. In 1999, the OPM introduced the *Training Policy of the Public Service of Namibia*, with the main objectives:

- To ensure that training in OMAs receives a high degree of supports on all levels;
- to ensure that training is properly coordinated, carefully planned and sustained on all levels; and
- to offer training to all categories of staffs and all levels of the public service (Republic of Namibia, 1999:3).

After the review of the training policy in 2012, OPM introduced the *Human Resources Development Policy Framework* (HRDPF) to substitute it. The purpose of HRDPF is to regulate the function of human resource development in various OMAs to improve and accelerate performance. The HRDPF focuses on the recruitment of resourceful staff members into the public service; developing; nurturing and utilising them effectively; and retaining excellent performers (Republic of Namibia, 2012:3). The overall aim of the HRDPF is to ensure the accomplishment of Namibia's *Vision 2030*. This *Vision 2030* aims at improving the quality of life of the people of Namibia to the level of their counterparts in the developed world by 2030 (Republic of Namibia, 2004:6). One should realise that *Vision 2030* could only be achieved if employees are adequately capacitated.

The Office of the Vice President is amongst the OMAs and is divided into three departments, with the Ministry of Veterans Affairs being one of them. The Ministry of Veterans Affairs (MoVA) was established in 2006 as a Ministry of Veterans Affairs (MoVA) to initiate and promote projects and programmes that address the socio-economic needs of the veterans, including keeping the history of the national struggle alive (Veterans Affairs, 2013:10). MoVA started the registration of veterans who should be vetted before accorded with veteran's status. Afterwards, other programmes and projects are implemented to benefit registered veterans. To fulfil its mandate, MoVA staff members should possess adequate skills, including quality customer service.

Amongst the projects and programmes facilitated by the MoVA are educational grants, individual veterans' projects, housing and resettlements, monthly subvention, funeral grants and many others; hence, the need for competent employees in rendering these services is essential. In the absence of the required skills among employees in the MoVA, training should be provided to address such gaps. Skills training plays a vital role as it ensures an organisation meets clients' needs. It is also worth mentioning that the MoVA deals with difficult customers. Most of these customers were involved in a war where they experienced traumatic situations that have not been dealt with. Upon their return, most never received psychological or spiritual counselling. Some are frustrated because their experience in the war left scars that make it difficult to deal with everyday situations while others' inability to cope with their trauma results in them disengaging from life, leading to them living in poverty conditions.

Due to the type of customers MoVA employees deal with, it necessitated customer care training, which was provided as mandatory training to all employees since 2012/2013 financial year. MoVA management felt that all its employees should be trained in customer care to enable them to handle difficult customers. Such customers require someone with a better understanding of their situation and why they sometimes behave differently from others. This necessitates the need for customer care training, to understand and enable MoVA employees to render a high-quality service to its customers and improve institutional performance.

Since skills training is regarded essential in public sectors to capacitate individuals with adequate skills and ensure customers are attended to appropriately; thus, the MoVA

found it appropriate to do so. Customer care training was provided to different groups of employees taking into consideration their level of employment and the type of work they perform daily. New MoVA employees who were recruited after the customer care training was provided, was managed to be trained in this regard afterwards.

The focus of this study was, therefore, to evaluate the impact of training and development on customer service in Namibia, taking the MoVA as the unit of analysis during the financial years 2012/13 to 2016/17. This chapter outlines the background and rationale of the study and provides the problem statement. The research question and objectives will also follow, while the chapter outline is presented at the end of this chapter.

1.2 BACKGROUND AND RATIONALE

The public sector has a role to play in ensuring the welfare of its people and the sustainability of its economy. Fourie and Poggenpoel (2016:376) are of the same views that “the public sector plays a critical role in economic growth and development of a country.” In order to improve economic growth, public servants should possess the right skills and attitudes to deliver quality service through the provision of good customer care in ensuring customer satisfaction.

However, public sectors, mostly in developing countries, are perceived to be inefficient in fulfilling this role. Guma (2013:242) opines that public sectors in Africa are ineffective because countries are premised upon the traditional model of public administration, which has its roots in the African system that is not traditionally focused.

Namibia was colonised since 1920 and gained independence in March 1990 after a long and bitter struggle. Upon independence the government reformed institutions of governance and establish relevant OMAs to improve performance in a better way. Despite this effort, government strategies seem not to have produced the envisioned results.

Since independence in 1990, public servants in Namibia appear to lack the required competencies to deliver optimally prompting the Office of the Prime Minister (OPM) in 2012 to spearhead training and development as the main strategy to address the concern. Between the year 2012 and 2016, an amount of N\$1 million was spent on

skills training (such as customer care, leadership skills, and computer skills) in the MoVA (Aipinge, 2016). Since this intervention to date, about 80% of public servants in the MoVA have benefitted from the customer care training opportunity.

Besides this, the Government of Namibia established the Namibia Institute of Public Administration and Management (NIPAM) in 2011 which came into operation in 2012 “to provide administration and management training, instilling a Namibian public sector culture, coordinating, partnership building, operational researching, capacity evaluating and serving as a think tank in the public sector” (Republic of Namibia, 2010:5).

The MoVA was established in 2006 to provide social and economic support to the veterans of the liberation struggle (Ministry of Veterans Affairs, 2013:10). Despite these efforts, customer service still seems to fall short of public expectations because the public continues to express their dissatisfaction in mass media and public forums, the veterans of the liberation struggle leading the pack. Following are the content of some of the messages reflected in *The Namibian*, a local newspaper:

“The Ministry of Veterans Affairs is in a mess. The staff do not answer calls when we need their help. Permanent Secretary please call these people to order” (The Namibian, 2010:8).

“Ministry of Veterans Affairs is ever delaying to release our money. Why can't they approve the projects within three months? Even the national Grade 10 and 12 examinations are marked within two months” (The Namibian, 2011:6).

“Comrade President, try to find out how many people registered as veterans between 2008 and 2011 but did not get any confirmation of their status. It is good to inform people where they stand instead of just keeping quiet” (The Namibia, 2011:7).

The researcher confirmed that since OPM started with the training and development intervention to address the concerns, no study has been undertaken to evaluate its impact. Thus, it is imperative to do so, taking the MoVA as a unit of analysis and making recommendations as needed.

1.3 THE PROBLEM STATEMENT

Since Namibia's independence in 1990, there has been a concern that the public sector's customer service falls short of public expectations in democracy. The public makes use of the mass media to register their complaints about poor customer service and lack of proper customer care in government institutions. Consequently, the OPM has been formulating and implementing a training policy to capacitate public employees with the skills required to improve customer care and render better services. In line with this policy, the MoVA developed its training guide to inform the provision of training in the department.

Despite this effort, the perception of the public towards customer care remains a concern. Within the MoVA specifically, the veterans are complaining about bad service delivery. The MoVA is responsible for the welfare of ex-combatants of the liberation struggle of Namibia – referred to as war veterans. Given the political and security sensitivity of the concerns of war veterans and veterans' importance, the Government have placed the plight of war veterans to be handled by MOVA by addressing the issues of war veterans.

Due to several complaints from customers highlighting their dissatisfaction with the MoVA service, all employees of the MoVA at that time were sent for customer care training to see if it will minimise the complaints from customers. However, an evaluation to assess the success of the training provided was not conducted. The researcher found it relevant to do so. Thus, the overall aim of this research was to assess the success of customer care training from 2012 through 2016 and to investigate the causes of bad service delivery despite the training and development.

1.4 RESEARCH QUESTION

The main question that guided this study was the following: To what extent has the customer care training brought about change within the MoVA and how did it capacitate employees with the necessary skills to improve their service delivery from 2012 through 2016. If the training did not bring about change, what are the causes of continued bad customer care?

1.5 THE OBJECTIVES OF THE STUDY

In conducting this study, the following objectives guided the researcher to achieve the study's goals:

- to discuss the theoretical framework, specifically training and development to determine the required competencies for success;
- to investigate the challenges encountered by MoVA employees concerning customer care training;
- to investigate the views of the MoVA stakeholders on the outcomes of the customer care training provided since 2012;
- to discuss employees' behaviour before compared to their behaviour after attending the customer care training; and
- to investigate whether or not the customer care training improved the behaviour of the MoVA employees based on the complaints and suggestions from different stakeholders.

1.6 RESEARCH DESIGN AND METHODOLOGY

The purpose of the research design is to answer the research questions of the study. The research opted for an evaluation outcome to assess whether the intervention of customer care training brought about the intended results using mixed methods. Both primary and secondary data were used as a source of information during data collection process. Primary empirical data was gathered through questionnaires and follow-up interviews. Secondary data were gathered through a desktop study by assessing employees' individual files. This enabled the researcher to see if there were any relevant information contributing to the study.

The results were used to analyse data gathered and where possible, data were plotted into graphs for interpretation and analysis. Semi-structured questionnaires were used for data collection from the sampled population (staff members who attended different training sessions; managers, as well as veterans who benefited from the MoVA programmes). The questionnaires also gave participants a chance to provide any additional information that might be relevant to the researcher or for the study.

1.6.1 Population and sampling

According to Saunders, *et al.* (2003), as quoted by Kum, Cowden and Karodia (2014:82), the "population" refers to the entire dataset that is of interest to the study,

and the “target population” refers to the group of people or objects from which the sample should be taken. The population of the study consist of MoVA employees (in different categories) and veterans who benefited from different programmes and projects of the MoVA. The MoVA has around 91 employees at the head office, management included. Out of these 91 employees only 44 employees work with clients (veterans) directly at the head office.

The successful veterans per region benefited or benefiting in most programmes range between three (3) and twenty-three (23). However, the study was intended for veterans who benefited or benefiting in more than one programme or projects and must be between the ages of 58 and 70 years. The researcher planned to gather information from this group of veterans because they are at a better position to measure MoVA customer service compared to other veterans who are above 70 years of age.

Since it is not possible to gather data from the whole group, a sample was drawn to represent the population identified. The purposive sampling method was used for veterans benefitting from the ministerial programmes. Equally, purposive sampling was applied to all staff members (ordinal staff, supervisors and management) of MoVA who attended training during the 2012/2013 to 2016/17 financial year as they are in a better position to evaluate the level of complaints before and after attending training based on the institutional record available. This also enabled the researcher to get different views from individuals at different levels in the organisation and with different years of working experience.

1.6.2 Sample size

The sample size for the study was limited to ninety (90) respondents as follows: 21 skills employees, 3 training committee members, 3 managers, 3 supervisors, and 60 customers (veterans) of the MoVA. Although there are 14 regions in the country, only six represented. These regions (Omusati, Oshana, Oshikoto, Ohangwena, Otjozondjupa and Khomas) were picked based on the density of veterans’ population compared to other regions.

1.7 CHAPTERS OUTLINE

This thesis is divided into six chapters as outlined below:

Chapter 1: Introduction and problem statement – the chapter provides the context of the study by giving a brief background, rationale, problem statement and objectives of the study. The chapters outline conclude this chapter.

Chapter 2: Theoretical framework towards evaluating training and development for improved performance – the section starts by outlining the concept of performance management and its link to training and development. Then, it looks at the theory of training and development and the associated benefit of training and development. The link between training and performance, as discussed by different authors, are alluded to, followed by an emphasis on skills development and competencies regarded as crucial in any organisation to improve performance. A needs assessment that plays an essential role before considering skills development is discussed, followed by an explanation of the different levels of the Kirkpatrick model.

Chapter 3: Legislative frameworks guiding training and development in Namibia – the section starts with an overview of the legislated governing skills development in Namibia. The following legislation is discussed:

- The Constitution of the Republic of Namibia (Act 1 of 1990)
- The Public Service Act (Act 13 of 1995)
- The Labour Act, 2007 as Amended
- The Namibia Qualification Authority Act (Act 29 of 1996)
- The Human Resources Development Policy Framework
- The Namibia Institute of Administration and Management Act (Act 10 of 2010)

Chapter 4: The background to the case study of the Ministry of Veterans Affairs – the chapter starts with an overview of training and development in Namibia before alluding to the background of the institution, which is the unit of analysis. The following subheadings will fall under this chapter:

- Overview of training and development in Namibia – a brief background
- MoVA background – a discussion of the programmes facilitated by the Department as per its mandate and the organogram approved in line with its mandate.

- Legislation for the MoVA – legal tools that guide the implementation and facilitation of veterans’ programmes.
- Training and development in the MoVA – the discussion on how training has been conducted in the department.

Chapter 5: Research methodology and data presentation– a detailed research methodology and design and presentation of results. The discussion on how the researcher strategised the methods and procedures for the study; and the presentation of data gathered during this study are provided on under this section before the presentation of results.

Chapter 6: Summary of chapters, findings, recommendations and concluding remarks - this chapter provides recommendations based on the findings of this study. The findings are discusses based on the study’s research objectives and attempts to respond to the research question provided in chapter one. Recommendation for future research is provided at the end of this chapter.

2 THEORETICAL FRAMEWORK TOWARDS EVALUATING TRAINING AND DEVELOPMENT FOR IMPROVED PERFORMANCE

2.1 INTRODUCTION

The Ministry of Veterans Affairs as per the Veterans Act, No.2 of 2008 as amended, is mandated to initiate, promote projects and programs that address the socio-economic needs of the veterans, including keeping the history of the national liberation struggle alive (Veterans Affairs, 2013: 10). In order to achieve its mandate, MoVA's employees should be capacitated with adequate skills to make a meaningful contribution toward its mandate and achieve an organisation goals. This can only be achieved through skills' training that should be facilitated by the Learning and Development Officer with the assistance of organisational management. Thus, training and development is essential for any organisation to improve performance.

Performance is the achievement of public programmes in terms of the output and outcomes that they produce (Laurence & Kenneth, 2011:2). The level of performance in any organisation defines its success or failure. When an organisation fails to perform certain measures should be considered including training and development. Training and development are defined as the organisational efforts aimed at helping an employee(s) acquire the basic skills required for the efficient and effective execution of the function for which she or he was hired (Yaya, 2015:3).

This chapter will review the literature on training and development and its consequence on performance, taking into consideration performance management as the start of skills development. The section starts by stressing performance management before outlining the theory of training and development and the benefits associated with skills training. The link between training and performance, as discussed by different authors, also form part of this section. Additionally, factors that hinder the success of skills development are emphasised. This will give the reader a better understanding of training and its impact on organisational and individual development. The chapter will continue by accentuating skills development and its role in performance. Training

evaluation will form the last part of this chapter under which the evaluation levels by Kirkpatrick will be discussed.

2.2 PERFORMANCE MANAGEMENT

Performance management plays a crucial role in any organisation to ensure accountability and quality service delivery. Armstrong (2006:1) defined performance management as a systematic process for improving organisational performance by developing the performance of individuals and teams, which is meant to get better results from the organisation, teams and individuals. Equally, Jackson, Schuler and Werner (2009:314) stated that performance management is a formal, structured process used to measure, evaluate and influence employees' job-related attitudes, behaviour and performance results. Performance is also managed to meet stakeholders' expectation and ensure best results that shape the organisational image. The benefits of performance management are improving the efficiency, effectiveness and quality of service delivery (Isaac-Henry, Painter & Barnes, 1997:14). However, one may not likely perform well in the absence of proper training. Thus, the necessity of skills training towards performance management cannot be overemphasised.

Harrison (2005:95) believed that performance management aims to support organisational members in achieving good performance and retaining and developing able and committed people who will help the organisation achieve its longer-term goals. Therefore, when there is a gap in knowledge and skills, training should be provided to ensure good performance as performance depends on the skills, effort and motivation (Flynn, 1997:186). It is worth noting that the managers' performance depends on the performance of their subordinates. Hence, learning to ensure good performance should be applied across all levels. The technique of evaluating performance to make a correct judgement is known as performance appraisals. Performance appraisals are often used to give feedback on performance, make decisions concerning promotion and pay increases, and identify the strengths and weaknesses of employees for training and development (Omoyiola, 2000:17).

There are different approaches for measuring performance, including ranking employees, rating their work behaviour, rating to which extent employees have desirable traits believed to be necessary for job success, and directly measuring the

result of work performance (Noe, 2010:328). This appraisal makes it easy for an assessor to determine the underlying factors that hinder performance.

2.2.1 Performance management process

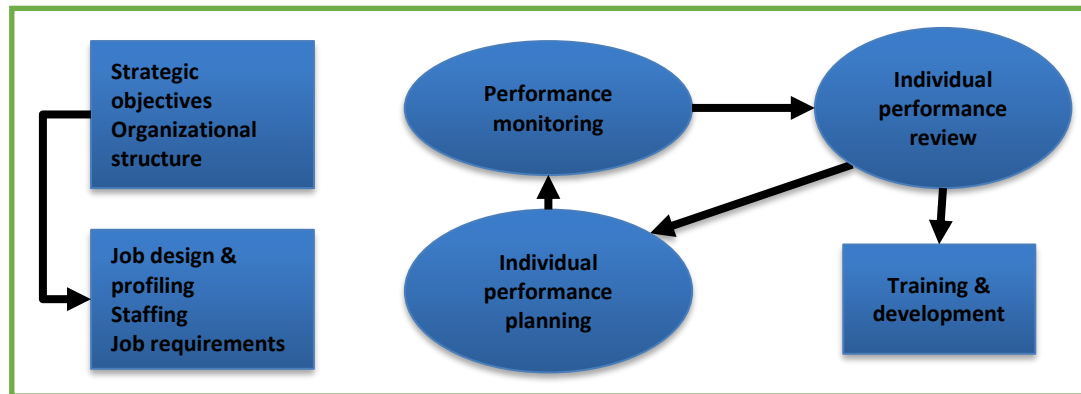


Figure 2.1: Performance management process

Source: Amos, Ristow & Pearse (2008:286)

To achieve success in any organisation, it will take several stages of the performance management process. Any organisation should have clearly defined strategic objectives achievable within a defined period. Departments and individuals within the organisation will then develop objectives to make a meaningful contribution towards the overall goals. In attaining organisational objectives, employees need to be fully capacitated in terms of knowledge, skills and attitudes in their daily work. Without the necessary skills required, performance cannot be guaranteed.

Hence, individual performance needs to be assessed to identify areas that need improvement and to see how poor performance will be managed. Through this process, the identified weaknesses should be addressed to improve performance through either counselling, motivation or training and development, depending on the type of weaknesses. The main reason in the whole process is to promote good performance, enhance employees' motivation and ensure quality service delivery.

However, one cannot manage poor performance without considering improving of employees' skills development. Therefore, there should be procedures in place on how to address the skills gap in the working environment, which will surely lead to training provision. If not, poor performance and complaints from clients will be encountered and may tarnish the organisational image.

The consequence of poor performance management may lead to low morale, high turnover, and poor performance; hence, the necessity to handle it as soon as possible (Jackson *et al.*, 2009:315). This already highlighted why training and development are essential in any organisation. After training and development are provided, an evaluation should be carried out to assess whether training brought the intended results and contributes to the organisational performance.

2.2.2 Factors affecting employees' performance

Some of the factors affecting employees' performance are management–subordinate relationship, working condition, teamwork, and reward systems (Nassazi, 2013:32).

- **Working conditions** refer to factors in the work environment that influence employees' performance. These factors include reward management, leadership style, training and development, as well as work-life balance. The temperature, air quality and a very noisy environment affect the concentration of individuals that results in poor performance.
- **Subordinate relationship and teamwork** – a good relationship among employees promote teamwork. Teamwork is the spirit of togetherness and mutual understanding among employees and needs serious attention in every organisation. In most cases, different tasks executed by employees are interrelated and connected. However, certain tasks cannot be carried out in the absence of others. In cases where teamwork is absent, it will be hard to perform the tasks efficiently, resulting in poor performance. Teamwork also creates a sense of belonging, and employees feel like a family when there is a spirit of togetherness in the organisation. These kinds of enhancing factors can be addressed through professional development and etiquette training.
- **Reward system** – Warnich, Carrell, Elbert and Hatfield (2015:57) defined a reward and recognition system as a system that establishes a structure for the equitable compensation of employees, depending on their job and their level of performance in their jobs. Although one has to do it, it is not easy to maintain such a system due to financial constraints. The level of an organisation determines the reward system to be in place. Yet, there is several benefits associated with a reward system, and they are highlighted below:
 - It motivates employees, which improves performance
 - It enhances flexibility in the work environment

- It improves employees' behaviour and promotes the level of understanding
- It may lead to promotions .

When looking at performance, the presence of skills is crucial because high performance depends on individuals possessing adequate skills to carry out certain tasks (Gerson, 2006). Additional to adequate skills is motivation, which should also be in place, as both factors contribute to good performance (Javed, 2014). Training needs to be designed in such a way that it addresses both individual and organisational goals. In most cases, employees tend to be demotivated when training provided is not in their interest and it will lead to a lack of concentration.

To improve performance in a working environment, ensure effective service delivery and minimise complaints, different types of motivation should be in place. Both intrinsic and extrinsic motivation are essential in enhancing performance. Intrinsic motivation is the motivation that comes from within while extrinsic motivation occurs when a performed task can be rewarded or reinforced. Motivation is the force that energises behaviour, gives direction to behaviour and underlies the tendency to persist, even in the face of obstacles (Warnich *et al.*, 2015:245).

According to Gerson (2006:43), there are ten areas of motivation that may be the sources of performance strengths or the cause of performance; the first four are competence, confidence, consequence and commitment. These four are called the fantastic four of motivation supported by six others, which are communication, culture, challenge, conflict, control and concentration. Based on these views, any manager or supervisor should be able to tell what type of motivation area is lacking among his or her and how to enforce it to ensure effective service delivery. Some organisations are well known with a good culture of enhancing performance, while other organisational cultures hinder progress.

Similarly, Swaminath (2009:53) stated that weak institutional capacity often results in poor performance and failure to meet expectations; hence, the need to educate stunted human resources to develop and run the country. Therefore, managers must ask themselves whether they are promoting a culture that affects performance or one that promotes effectiveness and efficiency in the working environment? Cognisance should

be taken of individual performance to encourage good performance in an organisation so that if there is a skills shortage, it should be addressed. Thus, an organisation should consider meeting employees needs for the benefit of the organisation performance.

Consequently, to achieve high performance that will result in effective service delivery, the gap between service delivery and performance should be narrowed. Once the gap is removed, the likely hindering factors or challenges and other possible underlying cause(s) of poor performance will be addressed and the situation will be rectified for better results or performance. Good performance benefits an organisation in the sense that it upholds the image of the organisation. Different authors emphasised that there is a link between training and performance improvement (Hagel, 2012), (Javed, 2014) & (Noe, 2010). Hence, one cannot talk about good performance in the absence of training development. Training should address not only the skills required for productivity but also other matters that may contribute to poor performance such as a lack of morale and stress management, to mention a few.

2.2.3 Factors necessitate training and development in the working environment

Williams (2002:2) stated that factors that necessitate training and development are:

- **Technological development:** Technology becomes a tool that manages performance. Different programmes are computerised and upgraded to the latest version to keep up with technology. As such, skills development should take its course to maintain productivity and avoid unnecessary costs. A good example is the electronic funds transfer (EFT), which is reviewed now and then to avoid fraud. Accountants responsible should be trained when changes are introduced into the system.
- **Organisational restructuring and change:** Restructuring comes with some challenges. Some might be downsizing where one can do more with fewer employees. This may require training to adapt to new changes and deliver as per the organisational expectation. Organisational change may require new recruitment where induction has to be conducted and where necessary, new employees might need to be capacitated with certain skills. None of the above will take place in the absence of skills development.

- **Policies:** New legislation and a review of old laws require training to ensure effective implementation. Everyone must comply and adhere to the law; hence, organisations should ensure that policy implementation is effected accordingly to avoid legal actions against them.

2.3 TRAINING AND DEVELOPMENT

Training and development (T&D) is a mean to grow in essential areas of personal and professional growth. The need for training arises when people lack knowledge, skills and ability to perform their job and something needs to be done immediately to correct the situation (Ensour, 2013:27). Armstrong (2006:575) defines training as the use of formal processes to impart knowledge and help employees to acquire the skills necessary to perform their job to satisfaction.

Development is broader than training as it takes place over a longer period, depending on the training provided or changes that took place. Ensour (2013:28) defined development as an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. When training and development are together, they define a systematic process within a specific period, as stated by Obi-Anike and Ekwe (2014:67). The concepts related to training and development are education and learning as they both aim to equip people with knowledge.

Warnich *et al.* (2015:669) defined training and development as the aspects and processes that are involved in planning, designing, developing, implementing and evaluating learning interventions in organisations. Similarly, Yaya (2015:2) articulated that training and development (T&D) benefits the organisation in a sense that it gives employees a better understanding of the complexity of the work environment in terms of how to handle it and understanding the rapid changes new technology brings. However, to notice these changes after the training has been provided requires time. Other changes associated with training and development include employees learning how to cope with the different environments and adapting to advanced technology.

Training and development enhance the organisational, personal and professional growth, which results in attaining organisational objectives. Kennedy (2009:5) stated that training and development involve organisational activity aimed at bettering the

performance of individuals and groups in an organisational setting. While some organisations refer to training and development as employee development, others have different views towards training – they judge it to have more of an individual than organisational benefit. Training should not be judged as an individual benefit but rather benefiting institution in the long run (Erasmus, Loedolff, Mda & Nel, 2015).

Training and development aim to improve the behaviour, knowledge, skills and attitude of the workforce and to meet current and future needs (Ensour, 2013:29). Al-Nuseirat and Biygautane (2014:1) argued that, for any organisation to remain competitive, it is expected to equip its employees with relevant skills that will allow them to be creative and innovative members of their organisations and to permit them to contribute to their overall success and excellence in service delivery. Training intervention should be designed in such a way that it will address identified needs, take responsibility in career development and improve on-the-job skills.reference. Thus, an organisation must retain its employees by addressing their needs and ensure a conducive work environment (Rajasekar & Khan, 2013).

The training unit in any organisation has a role to play when it comes to the training of employees. According to Aipinge (2016), the training unit should be able to identify employees to be trained in collaboration with their immediate supervisors, areas in which they are to be trained, the expected outcomes and the total costs involved. After any training, the training section, with the assistance of line supervisors, should evaluate the employee to determine whether training has brought the intended results. The main reason for the evaluation is to assess whether training brought any changes in the individual and attained the overall objectives (Chan, 2010). The figure below indicates the training cycle, which reflects the link between different concepts.

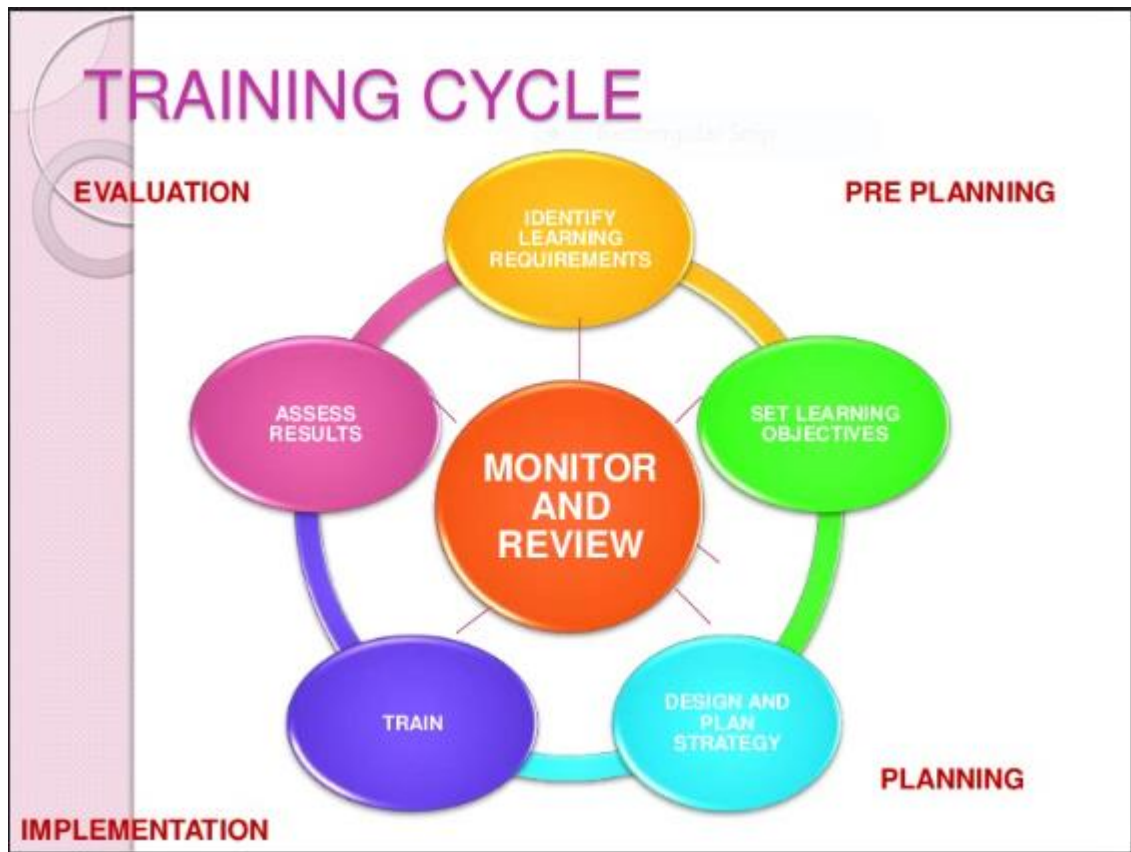


Figure 2.2: Training cycle

Source: Erasmus et al. (2015).

2.3.1 Types of training

There is a number of different types of training that one may use to engage employees, such as orientation, in-house, mentorship, and external training. Such training is provided mostly to new employees in an organisation or position. The whole idea behind such training is to prepare employees for the new environment. Orientation, in-house training and mentorship are always done within the organisation. External training mostly takes place outside, where an expert in a certain area or profession can be hired to provide training. Depending on the organisational priorities and availability of resources, suitable training can be chosen to address what is intended. Other types of training include job training, promotional training, refresher training, remedial training, etc. as discussed below:

- Orientation or induction training refers to introducing a new employee to the organisation, including its rules, procedure and regulations. Formally, every new employee should be inducted immediately after recruitment. It is the shortest type of training, and it always depends on the size and type of

organisation. This training helps to reduce nervousness and uncertainty as it relates to the job to be performed.

- Job training is a type of training provided to enhance the knowledge and skills of an employee to improve performance. Such training depends on the type of knowledge and skills required, and it can apply to anyone in the organisation identified to participate in training. Sometimes it can be costly but very helpful.
- Promotional training refers to the training provided to employees to prepare them for any promotion post. It motivates employees to prepare themselves for any promotion that may come in line with their profession.
- Refresher training serves to update employees with the latest changes in technology or the profession, which they might not be familiar with or which may have been recently introduced.
- Remedial training refers to any training related to coping with different behaviours in the work environment.

One can also distinguish between qualification and non-qualification training. The qualification training is training that, when offered or provided, leads to a formal qualification after completion (Aipinge, 2016). The non-qualification training is functional training that gives hands-on skills (immediate skills) and does not lead to the awarding of a formally recognised qualification. In most cases, graduates enter the market from the institution without going through practical training. In the absence of such training at universities, practical skills are lacking, hence the need for training to transfer such practical skills. Additionally, some organisations are unique, as the type of services they are rendering are not common, which makes it difficult for new employees to possess such skills. Intrinsically, skills training that usually takes a few weeks is required.

Kum *et al.* (2014:77) categorised training into two parts; on-the-job methods and off-the-job methods. An on-the-job method is when training takes place on the job while off-the-job takes place outside the work environment and makes employees aware of their behaviour. However, both types of training serve the same purpose, which is to capacitate individuals with adequate skills to improve performance.

2.3.2 The purpose of training and development

According to Nassazi (2013:30), the main purpose of training is to acquire and improve the knowledge, skills and attitudes towards work-related tasks, which leads to short-term and long-term organisational and individual needs. Warnich *et al.* (2015: 343) stated that the purposes of training and development programmes vary from institution to institution. Some of the reasons organisations train their employees are discussed below:

- **Orientate new employees** – when new people come on board, they need to be inducted in different ways to familiarise themselves with the organisation. This will enable them to get information regarded as crucial in the workplace and minimise fear and stress in the work environment. Other factors such as the channels of communication are different from one organisation to another and can be addressed through induction training (Warnich *et al.*, 2015: 343).
- **Improve performance and update employees' skills.** Nowadays, technology is changing rapidly and employees need to be updated with the latest information. Other changes which can be within the internal or external environment and also have an impact on performance. Internal factors range from stress management, poor relationship with colleagues to mention a few. Difficult customers and complaints can be regarded as external; however, all these factors can be addressed by providing training. Thus, when employees attended training and possessed the required skills for the job it will help improve institutional performance.
- **Improve effective people management** – The success of an organisation depends on its management and leadership style, and therefore, training should serve its purpose to capacitate individuals with leadership, management and interpersonal skills. Moreover, not all leaders and managers were born with quality leadership or management skills and hence, the need for training to capacitate them in this regard and to create a conducive environment for their followers.
- **Address organisational barriers** (poor customer service, skills shortage) – The perfect way to address challenges is through professional and personal growth, which takes place as a result of appropriate skills training. Although some employees might be good in identifying changes, that does not necessarily mean

they will be able to address them. One must get trained on how to address challenges by utilising the possible opportunities available and ensure problems are solved on time

- **Prepare employees for promotion and managerial succession** – Different types of training capacitate individuals with knowledge and skills in such a way that they can grow professionally. Training provision is not limited to a specific level but rather prepares individuals for the next level in the hierarchy of authority. During training, people meet with others from different organisations where they share ideas and learn from one another. When superiors or managers see potential in their fellow subordinates after attending training, they tend to groom and prepare them for any growth. In the long run, when an opportunity arises, employers find it easier to promote someone who already understands the organisation rather than recruiting a new person who still needs to be trained.
- **Satisfy participants' personal growth needs** – Training has the advantage of personal growth that may result in rewards and recognition or promotion. Sometimes, employees' expectation can be so higher that they expect a promotion after the completion of successful training, while others feel they deserve to be rewarded. This boosts their ego during training and promotes hard work. Additionally, some employees are likely to stay for a short period with the organisation after attending training, due to higher demand in the market. As a result, their dreams of growing individually will be achieved through this process (Aipinge, 2016).

2.3.3 The benefits of training and development on the organisation and individual performance

Along with the purposes of training and development, there are also very clear benefits for both the organisation and the individual employee. Some of the training and development benefits mentioned by Warnich *et al.* (2015) are summarised below:

- Training and development give employees high morale – trained employees tend to be highly motivated and willing to perform exceptionally with full confidence, compared to untrained ones.
- Lower cost of productivity – training enhance productivity as employees will be fully competent and don't waste time in delivering services.

- Lower turnover – in most cases, people resign due to insecurity in the working environment. Training creates a sense of belonging in employees and makes individuals feel part of the organisation, which boost their confidence and minimise resignation.
- Change management – certain characteristics that managers should possess are very rare to find in untrained people. Training helps managers to develop interpersonal skills that will enable them to assess and understand situations from different perspectives. Additionally, training shapes the individual with adequate skills to handle different situations and people despite their background and cultural differences.
- It provides recognition, enhanced responsibilities and the possibility of increased pay and promotion.
- It helps to improve the availability and quality of staff as employees will understand their roles better through training.

2.3.4 Factors influencing training and development

Training can be successful, depending on how well it is designed. When designing training, there should be a linkage between the goals and objectives of the organisation. This will create a better understanding of employees and supporting them in fitting into the bigger picture of the organisation. Robbins, as cited by Kum *et al.* (2014:80) concurred by saying, “if training is aligned with the goals, mission and objectives of the organisation, and supported by both employer and employees, training, development and education programmes delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit”.

However, training should be provided in such a way that it attracts participants’ attention and serves its intended purpose at the end. This is an indication that, before designing training, the gap between training objectives, the overall goals and the needs of the organisation should be narrowed. Other factors that might be associated with training influences range from rewards, recognition and motivation after completion of training. Sometimes participants (employees) tend to have little interest in attending training when they do not foresee the possibilities of rewards after being trained. Additionally, a conducive environment where participants have equal rights and are

treated equally, contribute to the best results of training, which in return enhance productivity (performance) in the work environment (Warnich *et al.*, 2015).

Antieno (2015:5) argued that the most common factors influencing training and development include;

- the degree of change in the external environment – the external environment also plays a role in training. If the training concerns transferrable knowledge and skills, that is, skills also required by other organisations, employees are more likely to attend such training. The uniqueness of training motivates participants as they see the potential for growth within their organisation or in other organisations.
- the availability of suitable skills within the existing workforce – if skills to be acquired is not crucial for the positions occupied by an employee, they tend to be unmotivated as such skills do not hinder any progress.
- Top management support – the extent to which management see training as a motivation factor in work. Training is likely to be approved or regarded as crucial based on the support from the management team. At some point, training requests might be turned down if they do not carry the interest of senior managers.
- Organisational complexity – the more complex the organisation, the higher the opportunity for training. A complex organisation may require more training compared to a smaller organisation. Employees might need to be multi-skilled, which may require training from time to time (Kum *et al.*, 2014).
- Technological advancement – changes in technology demand training to ensure employees are fully updated with the new system. Employees are unlikely to master new technology on their own accord; thus, incorporating training in the workplace is required (Higuera, 2016:4).

Other factors influencing training and development were highlighted by Obi-Anike and Ekwe (2014:69) and are discussed below:

- **Need for leadership** – proper leadership style guides management and supervisors on what training is appropriate for employees and how such training will contribute to institutional performance.

- **Economic change** – the availability of training resources depends on the economic status of the organisation. If the economic status happens to be unhealthy, budget cuts may take place to mitigate the situation. This may result in inadequate funding to train employees.
- **Attracting and retaining talent** –organisational management may determine the likelihood of retaining its employees. Employees are likely to stay with companies depending on the availability of benefits. Mostly, employees tend to remain with companies where personal and professional growth takes place. Similarly, Hagel (2012:10) opined that talented people seek out opportunities to grow, and they will flock to organisations that provide ample opportunities to do so. Therefore, institutions that cannot retain employees are likely to spend more money on training compared to others.
- **Customer services quality emphasis** – in some organisations, training of employees will depend on customer satisfaction. If clients happen to complain about poor service delivery in a certain organisation, the management staff should address such complaints and consider training once a training analysis is done.
- **Changing demographics and diversity of the workforce** – demographic trends such as employee retirement influence training. Losing skilful employees because of retirement requires training new employees to adapt to the new environment. Although such new employees might have qualifying certificates, organisational knowledge for the new position can be a challenge.

Although different factors influence training, certain measures should be in place to ensure effective training takes place and to avoid any hindering factors where possible. According to McCourt and Sola (1999:67), the success or failure of training can be measured based on the following four factors:

- The immediate reaction of participants during training sessions – participants are expected to react positively or feel motivated after attending training as there should be a lesson learned during training.
- The lessons learned from the training – no matter what type of training was provided or attended, one should have learned something and be able to apply such knowledge in practice.

- The changes in the behavior of participants towards identifying and solving problems – knowledge acquired through training should be observable through attitudes. Participants should either have positive attitudes towards work or be willing to make changes in the working environment.
- The overall performance of the organisation – Training improves performance due to knowledge and skills instilled in people. Thus, when institutions send their employees for training, they expect improvement in the overall performance.

Thus, it is crucial to evaluate the impact of training on employees after completion and to identify areas of improvement to ensure significant changes are taking place. Additionally, training which gives constructive feedback to participants and evaluates their performance, bring about positive changes. Training that does not bring any positive results to individuals and the organisation at large is regarded as wasted money as the intended objectives are not achieved. This indicates the necessity of evaluating training to ensure it addresses the intended results.

Rajasekar & Khan (2013:40) believe that the effectiveness of training depends on the managerial support. The management should be able to create an environment where employees can apply the knowledge and skills acquired during training; hence, the continuous support and involvement of management are crucial. Although the evaluation of training is crucial, it should be a final step in the training process to identify and rectify any errors made in the implementation of the training strategy (Rajasekar & Khan, 2013:41).

An organisation needs to ensure that training is designed in such a way that it will address an employees' need to get the best results. Poorly designed training is nothing but a loss of time and money spent (Khan, 2011:64). Hence, one should take into consideration the needs to be addressed when designing training. Additionally, training should be provided in such a way that it attracts audience attention and remain reminded about their organisational goals (Basarab & Root, 2001). In most cases, training costs end up being wasted as a result of poor presentation from trainers or facilitators. Moreover, participants get motivated when training objectives are linked to the organisational goals, which can be cascaded down to an individual's goals.

2.3.5 Designing effective training

Well-designed training helps participants to attain their aims and objectives. There are several steps to follow when designing training in an organisation to ensure positive results. These processes are known as the principles of instructional system design (Raymond, 2008:6). In the same way, Obi-Anike and Ekwe (2014:70) also outlined the seven-steps model when designing training as bulleted below:

- Step 1: Conduct a training needs assessment – this ranges from organisational, personal and task analysis. The main purpose of conducting a needs assessment is to assess whether training is crucial and will serve the intended purpose.
- Step 2: Ensure participants have the motivation and basic skills necessary for training – measuring the readiness and willingness of training participants.
- Step 3: Create a learning environment that has the features necessary for learning to occur to ensure conducive learning – adequate resources make the training environment conducive for learning.
- Step 4: Ensure participants apply the training content to their job – training needs to be linked to the overall goals of an organisation.
- Step 5: Choose the training methods based on the learning objectives
- Step 6: Selecting a training method suitable for participants – training methodologies should be able to accommodate all participants, both active and slow learners, to avoid boredom.
- Step 7: Monitoring and evaluate the programme to improve the future programme – training progress should be monitored to address any challenges hindering the progress, and evaluated to bring intended results in the long run.

2.3.6 The influence of effective training and development on a good performance

Training serves as a motivating factor depending on participants for that particular training. Participants' needs determine the interest of training as people have different

perceptions towards training based on their needs. People who have not attended training for a long period tend to be more interested in training compared to those who frequently attend. Additionally, they are likely to practice what they have learned after attending training. Unlike people who have worked longer in an organisation and have been attending several trainings who are likely to have less interest in training. Training opportunities create an environment where fear is minimised and courage is enhanced in different ways during training. This indicates the effectiveness of training as it does not address only organisational goals but also benefits individuals in different ways.

The success of training mostly depends on how well the training is designed. It also depends on the training environment (how conducive the training environment is), as well as additional resources used to make training a success. If training is design in such a way that it is linked to organisational goals, participants are likely to be motivated and pay more attention during training. In return, good performance is likely to be guaranteed as participants see the necessity of training to be or provided.

Training also promotes teamwork indirectly. During training, participants tend to have group discussions and share different ideas based on different points of view of the content. Although participants can differ in their reasoning, the collective idea is better as people contribute different views, which results in a rich understanding of the topic. As a result, the importance of teamwork will be noticeable by individuals involved, which motivates others to participate in any group discussion in future. Through group discussions, participants tend to understand the content better and be motivated to learn more. In the process, personal and professional growth takes place. Hence, someone who grows professionally and personally can make a positive impact on the overall performance of the organisation (Obi-Anike & Ekwe, 2014).

Rajasekar & Khan (2013:39) believed that its essential that organisations prioritise their training by adopting training agendas for a specific period, rather than having a piecemeal and *ad hoc* training plan. It will create a platform for proper planning in advance and will give better guidance to an organisation, especially when there are limited resources. In return, such training will be beneficiary to both the organisation and individuals involved because of the skills acquired.

2.4 SKILLS DEVELOPMENT

Skills development is the process of discovering and enhancing competencies to add value to your performance and personal growth. Mnisi (2015:18) refers to skills development as the process of building the capacity of individuals to be able to do things and perform tasks to a specified standard. The improvement of skills enables employees to remain competitive and render effective service delivery as required. Some skills are regarded as core competencies, especially in the public sector.

Core competencies are collective learning in the organisation, especially how to coordinate diverse production skills and integrate multiple streams of technologies (Barney, 2002:414). One may also define competencies as capabilities that an individual possess to carry out different tasks assigned in an appropriate manner to attain individual and organisational goals. Different positions require different skills in ensuring good performance. However, some skills are obligatory, hence the need to retain such skills.

To identify whether there is a need for skills development, training officers, with the assistance of supervisors, conduct a needs assessments. The purpose of a training needs assessment is to gain enough understanding of the situation so that they can make informed decisions about whether change is really needed and whether training is the best way to achieve the desired outcome (Chan, 2010:20). When conducting a needs assessment, one attempts to answer the following questions: What is the organisational objectives; Who needs training? And what type of training should be provided?

However, individuals may also conduct their own needs assessment and submit their personal development plan (PDP), a document that describes an individual's development needs and goals for the performance cycle. However, their training needs should be aligned with the organisational needs and be agreed upon with their respective supervisors (Aipinge, 2016).

According to Barney (2002), competencies required in a working environment are categorised into two competencies: technical and behavioural. Technical competencies are mostly acquired during formal training, although employers may assist when a need arises. Behavioural competencies, in most cases, are learned in different ways in the work environment. Some of them are discussed below.

- Communication skills – Noe (2010) defined communication as the sending of the message from one person to another within an organisation or among people. Good communication is one of the most important skills that every individual should possess, as a lack of communication is the root of many problems. Sometimes, messages during communication are misunderstood and interpreted wrongly because of poor communication. This may cause problems. Thus, both verbal (the spoken or written messages) and non-verbal communication should be done in such a way that it avoids confusions.

It is also good for any organisation to understand how communication works as it benefits their clients and the organisation at large. When communicating, there are always two parties involved, a sender and a receiver. Both parties have a role to play. The sender should be able to send a message appropriately (received correctly) while; the receiver should be able to interpret the message correctly. Organisations who deal with customers daily are expected to have good communication skills because customers' satisfaction can determine the success of the business.

- Interpersonal skills – the skills individuals possess to interact with others appropriately, taking into consideration the tasks that need to be accomplished and individual culture or any matter that might be sensitive or needs to be handled with care (Halvorson, 2015).
- Customer service (customer focus – Machado (2014:2) defined customer service as the totality of what an organisation does to add value to its products and services in the eyes of customers. Others refer to customer service as the interaction with different service providers; therefore, the satisfaction of customers determines the success or failure of any organisation. Attaining good customer service is an ongoing process and should be inculcated in all staff members. Quality customer service creates trust among customers, and their expectations will also be good, giving the organisation a good reputation (Aipinge, 2016).

In any institution or organisation, there are external and internal customers; both are important to the organisation and should be given equal respect (Machado, 2014). External customers are those from outside the organisation and require

service from the organisation, while internal customers are within the organisation and are communicated with every day. Internal customers are likely ignored and neglected in most cases. Customer satisfaction affects any organisation; thus, all customers need to be treated equally.

The importance of excellent customer service ranges from the organisations that offer excellent customer service and gains exclusive competitive benefits that give them many opportunities. At the same time, junior or senior employees that provide services tend to be proud of the role they play. Organisations that provide excellent customer services tend to have a conducive environment where creativity and innovation are practised. Although excellent customer service means different things to different people, The agreed-upon definition means treating all customers equally and with respects as should be expected.

Any organisation must avoid being labelled as lacking proper customer service. Bad customer service is also significant. Some of the results are that it ruins the good reputation of the organisation, the level of complaints can be very high, and donors may withdraw when the company progress is not promising, or it receives too many complaints. In most cases, customers expect employees to be friendly, courteous, knowledgeable, and helpful when dealing or assisting them. When employees possess all these qualities, clients tend to trust and respect them, and they may find it difficult to frustrate them in any way.

2.4.1 The importance of skills development

Halvorson (2015) mentioned the five reasons why employers should invest in employee development. Skills development carries several advantages for employers.

- It helps attract and keep great employees– employee retention remains a challenge to all organisations; thus, having a solid employee development programme can lessen the burden for providing training. Solid employee development programmes have the benefit of building loyalty, as loyal employees are less likely to quit. It also increases the organisation's reputation for having good employees.
- It keeps employees engaged at work – skills development keeps employees engaged at work and minimises boredom. Interesting and fun training eliminates the tediousness of every day.

- It forces employees to look to the future – since skills development is continuous, employees will remain focused and look for new opportunities for additional growth that may arise.
- It solves institutional challenges – some challenges encountered are the results of inadequate skills. Skilled employees tend to bail out their employers and minimise the cost of hiring consultants to carry out certain tasks.
- Satisfying personal growth – skills development enhances professional growth and organisational effectiveness while also increases personal growth

2.4.2 Needs assessment

A needs assessment is the process of scrutinising individuals' needs for training and their willingness to participate in training and identifying the right training required based on findings. Petersen (1998:8) concurred with the above definition by defining training needs assessment as a process of examining training needs to determine how best they might be met. When doing so, several factors should be considered, starting from organisational priorities, costs, resources and the nature of the learning environment.

There are two categories of needs assessments: organisational needs assessment and employees' personal development needs assessment. Organisational needs analyse whether knowledge, skills and attitudes required will assist the organisation in attaining its intended goals, while training needs determine whether training will address the needs already identified by the individual.

2.4.3 Criteria for strengthening the successful implementation of skills development

According to Erasmus *et al.* (2015), to ensure effective and efficient implementation of skills development, the following factors must be considered:

- **Developing the skills of human resources development (HRD) managers in all departments** – Managers do not possess all the knowledge and skills required; hence, there is a need for skills development for all of them. This will assist with understanding the necessity of skills development within the department and the organisation at large. Additionally, it will also ease the skills development approval for their subordinates, as they will have a better understanding.

- **Keeping and maintaining records on training and development in all the departments** – When there is a record on who attended training and the costs involved, it will assist in making better decisions about future training. Some organisations have a reputation for sending the same people for repeated training while others have not benefitted. In the same way, it will also minimise costs, as an organisation will budget for training based on the training plan submitted. Records promote transparency, and when additional budget may be required, justification will be made in that regard. Moreover, records make monitoring and evaluation easier if it has to be conducted by an outside person or someone new in the organisation, as all information will be available on request.
- **Putting uniform and efficient systems in place in departments** – Uniformity plays a crucial role as employees will feel they are treated equally when they have the same system in all departments. This includes the allocation of funds as some professions are regarded as less important compared to others. Unless it can be justified otherwise, everyone needs skills development for personal and professional growth.
- **Compliance with legislation** – When considering skills development, one must abide by the law to uphold the image of the organisation and avoid legal actions that may cost a lot of money.

Since there are always resources involved with skills development, such resources mustn't be wasted. Therefore, the evaluation of trainees' performance should be a priority to determine whether the training intervention brought about the intended results.

2.5 EVALUATION

Evaluation is defined as the periodic, retrospective assessment of an organisation, project or programme conducted internally or by external independent evaluators (Environmental Change Institute, 2014). Imas and Rist (2009) concurred by defining evaluation as the *systematic process of determining the worth or significance of an activity, policy or programme*. Simply put, we evaluate to conclude whether the intended results were met or evaluate the training to see whether participants have acquired the required new skills. Evaluation can take place at different stages based on

what the evaluator wants to assess. Evaluation should be measured against individuals' performance to determine whether changes took place.

There are two types of evaluation: formative and summative evaluation. Formative evaluation is conducted to improve performance during the implementation stage. It assesses compliance with the legal frameworks and the ground rules. In contrast, summative evaluation is conducted at the end of the intervention (programme or training) to see whether the intended objectives were met. Summative evaluation is more concerned with assessing the quality of the intervention and whether it brought the intended results or whether a change occurred and are indeed a result of the intervention

According to Erasmus (as quoted by Mnisi, 2015:35), training evaluation is important for the following reasons:

- It provides information that can be used to improve planned learning, making it more effective in meeting the needs, solving past performance problems and anticipating future opportunities for performance improvement based on the evaluation outcomes. The evaluation outcomes may assist the trainer in addressing challenges encountered during the previous training, and narrow the gap, if any, to avoid encountering similar challenges in future training.
- It indicates different kinds of problems, including a lack of individual knowledge or skills – pre-training evaluation indicates the challenges participants faced and wished to be addressed during training and how such challenges should be addressed during training. In the end, one may be able to tell whether there was an improvement from the participants' side after attending training.
- It also indicates the training activities and demonstrates efficacy – post-evaluation conducted after training was attended indicates whether training brought the intended results after practising what was acquired during training.

An evaluation provides clarity regarding what needs to be improved and also gives feedback, which will assist in future plans and actions. It is imperative to ensure that training evaluation is conducted in such a way that it brings about changes and

addresses likely future barriers if it is not conducted well. Thus, one should consider the levels of evaluation for efficacy purposes, as discussed below.

2.5.1 The four levels of evaluation

Donald Kirkpatrick outlined four levels of evaluation to assess the effectiveness of training. Kirkpatrick's (1998) model is one of the best models for analysing and evaluating the results of training and education programmes. The model is suitable for both formal and informal training to define the ability of training based on the four levels. This model can be implemented before, throughout and following training to indicate the value of training for the institution. Thus, evaluation should start with level one, as per figure below before proceeding to the next level. Each level provides more accurate measures for training although it might be time-consuming. Kirkpatrick's four levels of evaluation (1998) are discussed below:

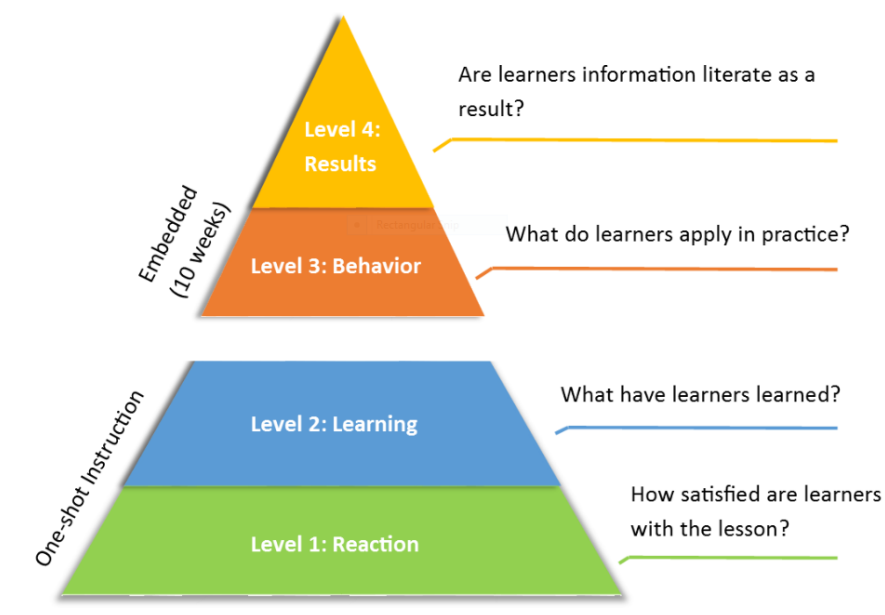


Figure 2.3: Kirkpatrick's levels of evaluation

Source: Parry (1997:5)

Level 1: Reaction – This level refers to participants' perceptions of the programme, including facilities, trainers and content (Noe, 2010:221). It is more concerned with whether participants liked the training or not. At this level, the satisfaction of participants is measured. The reaction can be measured soon after training. Some writers named this measure the trainer evaluation. It is useful to determine what participants felt about training, whether it was successful, and what was impeding the

training process. The evaluation can be conducted through questionnaires completed by participants. The questionnaires should be related to the satisfaction of individuals in line with the training objectives and the helpfulness of training.

Response to Level 1 evaluation may pinpoint possible problems within the course programme or outline (Basarab & Root, 2001:9). However, the reaction measure is not appropriate for testing training improvement. Other measures that might be considered include resources utilised during training or whether the training environment was conducive enough to learn and participate. In other words, reaction evaluation is specifically intended for participants but not trainers and organisations.

Level 2: Learning – Learning which is also referred to as cognitive outcomes are used to determine the degree to which trainees are familiar with principles, facts, techniques, procedures or processes emphasised in the training program (Noe, 2010:223). The learning measure determines how well the training attained its goals and has to do with the understanding acquired during training. An example of a learning measure is: Assume individuals attended decision-making skills training where they were trained to make decisions on their own. If such individuals are given scenarios to apply their newly-acquired decision-making skills, they are expected to deliver on this outcome. In other words, learning measures are more concerned with how to apply the knowledge acquired during training into a real situation. Mnisi (2015:38) concurred with Noe in this situation by emphasising that learning evaluation is concerned with whether participants understood and absorbed the facts, principles and skills taught. When skills are taught during training, presentation and demonstration can be used to measure whether learning took place.

Level 3: Behaviour – This level is more concerned with measuring the right attitudes when performing certain tasks. Rothwell, Stavros, Sullivan and Sullivan (2010) emphasised that behaviour evaluation assesses the transfer of learning into a practical environment. The behaviours required during practice will be measured against the training provided to see whether there is any change compared to the baseline behaviours. Other authors like Noe (2010:224) named the behaviour measure as the skill-based outcomes used to assess the level of technical or motor skills and behaviour that includes learning skills and the use of skills on the job. Participants are expected to be competent when performing tasks they were trained for. For example, if the training

was about effective communication then an individual's body language should be positive and appropriate during the communication process as part of skills acquired. Such skills should be observable by their supervisors, subordinates and clients. Hence, skills assessment can be conducted either by individuals to rate themselves, subordinates, supervisors and clients (if any). It is very useful to collect skills ratings from different group to triangulate the results.

According to Newby (1994), a change in behaviour can be easily observed. Skills like interpersonal skills, decision-making, customer service, etc. are changes that one can acquire through training and one is expected to practice them correctly. Behaviour can be assessed before and after training, the reason being to compare whether any changes occurred when comparing both measures with each other. The content, task and qualities are the aspects of potential interest. When rating observation, an evaluator should avoid being judgemental. The results outcome of an observations should be noted and discussed with evaluator to bring changes in future.

Level 4: Results – results are the outputs from the inputs. When measuring results one would like to identify or investigate the impact of training in the long run. In order for results evaluation to be conducted and to be appropriate, three conditions must be met (Basarab & Root, 2001:12);:

- Level three evaluation (behaviour measure) must be completed and the results should be positive. It will be useless to conduct level 4 evaluation if there are no positive results for level 3, as level 4 results will then automatically be negative. In other words, the attitude or behaviour of participants after training has a huge influence on training results.
- Records to compare company benefits before and after the training
- The use of control and experimental groups to compare business results.

The training impact varies from individual development to organisational benefits such as the satisfaction of clients and the good image of the institution at large. However, impacts can be both positive and negative. Although negative impacts might be more of a disadvantage to any organisation, it also creates room for improvement and enables others to learn from their mistakes. The positive impact can be increased productivity, satisfied customers, reduced costs and the good reputation of the organisation

(improved organisational image). A good results measurement can be conducted by comparing staff members who attended training with those who did not attend, the organisational performance before and after training, as well as participant behaviour towards clients before and after training. Results should be able to show that there is an improvement after training; otherwise the training had been a waste of time and money.

The hierarchical nature of Kirkpatrick's framework suggests that the higher level of outcomes should not be measured unless positive changes occurred in the lower-level outcomes (Noe, 2010:220). This means that if there is no positive outcome on the first level, the evaluation cannot go ahead until positive results are recorded on the first level. It is also worth mentioning that when evaluating the effectiveness of training, there should be a pre-intervention measure to determine the entry behaviour of participants as post-intervention measures will be worthless in its absence. This will determine whether any possible failure in training was indeed bad training or the entry behaviours of participants that were not appropriate.

2.5.2 The benefits of training evaluation

Some of the benefits associated with training evaluation, as listed by Parry (1997:12), are mentioned below:

- To influence future decisions on what kind of course to run
- To revise and refine the course to make it more effective
- To reduce and identify workplace constraints that inhibit the transfer
- To win commitment and support of training by management
- To justify and perhaps enlarge the training budget

2.6 SUMMARY

This chapter defined the concept of performance management and gave an overview of the training and development. Various researchers pointed out that training and development are crucial for good performance, and the evaluation of every training intervention should be a necessary step in the training process. The main concepts were discussed chronologically to signpost the relation to one another and their importance concerning training and development. The importance of training and development, as discussed, is for individual and organisational development, which determines the success or failure of any organisation and enhances performance.

The concept of performance is the result of any intervention, and it is crucial in determining the success of an intervention and its impact in the long run. However, good performance depends on several factors, including the conduciveness of the working environment. Motivating factors also play a role in individual performance; hence, one cannot talk about good performance without considering motivating factors in place. The chapter also deliberated on skills development, which is the process of building the capacity of individuals to do things and perform tasks to a specified standard, and its importance in retaining employees within the organisation.

The last part of this chapter discussed evaluation in general and the four levels of evaluation against which the success of training is measured. Training evaluation can be measured under different stages such as; reaction, learning, behaviour and results. The continuation of evaluation from one stage to another depends on the evaluation results.

The next chapter will focus on the contextual frameworks and policies guiding training and development in Namibian government institutions.

3 LEGISLATIVE FRAMEWORK GUIDING TRAINING AND DEVELOPMENT IN NAMIBIA

3.1 INTRODUCTION

The previous chapter concentrated on reviewing literature by different authors on training and development. This chapter will focus on the legislative framework governing training in the public sector in Namibia, taking into consideration the Constitution and other legislation and policy frameworks pertaining to training.

3.2 OVERVIEW OF LEGISLATION GOVERNING TRAINING AND SKILLS DEVELOPMENT

3.2.1 The Constitution of the Republic of Namibia (Act 1 of 1990)

The Namibian Constitution was adopted on the 09 February 1990, a month prior to independence. The Constitution empowered the Head of State to establish and dissolve government departments and ministries as the President may, at any time, consider necessary or expedient for the good government of Namibia (Republic of Namibia, 1990:22).

Chapter 3 of the Constitution constitutes the Bill of Rights, to protect the rights of all Namibians, including employees in different sectors. Article 10 of the Constitution protects individuals from any discrimination in any form like sex, race, colour, ethnic origin, religion, creed, or socioeconomic status. Thus, any training should comply with this article.

Article 95(g) of the Constitution promotes the welfare of the people by stating that; “the state shall actively promote and maintain the welfare of the people by adopting, *inter alia*, policies aimed at the enactment of legislation to ensure that the unemployed, the incapacitated, the indigent and the disadvantaged are accorded such benefits such as training.

3.2.2 The Public Service Act 13 of 1995

The Public service Act was established to regulate the employment and condition of service. Any other acts in the public sector should not contravene this act. It is the responsibility of the employer to ensure that employees are treated fairly without any

discrimination. Section 16 stated that any type of benefit (e.g. financial assistance for studies) received by any staff member that staff member shall pay into revenue the amount equivalent to the benefit received if not fulfilled a contract agreement. In terms of training, if a staff member was funded to complete or attend a course but did not fulfil the contract agreement for training funded; such staff member should pay back to revenue.

3.2.3 The Labour Act, 2007 as Amended

The Labour Act regulates the conditions of employment of employees. Section 39(1)(e) makes provision for the employer to provide employees with the necessary information and training to perform their task in a meaningful manner. Such training or information should be provided without any discrimination against sex, race, colour, ethnic origin, religion, creed or social or economic status.

3.2.4 The National Qualifications Framework Act (NQF) No 29 of 1996

Namibia Qualification Authority (NQA) is a state-owned enterprise established through the National Qualifications Framework Act No 29 of 1996. Its highest decision-making body is the Council, which is appointed by the line Minister (Namibia Qualifications Authority, 2016:3). The NQA Act was introduced to set up and administer a national qualifications framework (NQF) and accredit persons, institutions and organisations providing education and courses of instructions or training by meeting certain requirements (Republic of Namibia 1996:3).

The NQA is mandated to exercise and perform the statutory power, duties and functions in line with the National Qualifications Framework Act No 29 of 1996, as outlined under its objectives. It has a role to monitor and advise on the standard and quality of training and education in Namibia. Section 13(1) states that any person, institution or organisation providing instruction or training may apply to the NQA for accreditation.

Such person, institution or organisation should have the capacity to provide courses in an institution or training to assess the performance of a person participating in any course; that a course of an institution or training provided by such person, institution or organisation meets the occupational standards or curriculum of NQA. This enables the particular person, institution or organisation to be registered on the list of accredited

institutions or organisations provided they meet the requirements and determine the qualification level on NQF.

Section 3 of this act stipulated the NQA's functions; which are to:

- Set up and administer the National Qualification Framework
- Ensure that accredited training providers have the capacity to deliver courses at the appropriate standard
- Evaluate qualifications to determine the value of a qualification and give it a corresponding national qualifications level
- Evaluate and recognise competencies learnt outside formal education
- Set up the occupational standard for any occupation, post, job or position in any career structure

3.2.5 The Human Resources Development Policy Framework

The *Human Resources Development (HRD) Policy Framework* aims to reinforce the government's commitment to developing diverse, competent and highly productive human resources and institutions; by fully utilising human potential; and achieving efficient and effective delivery of excellent, public-focused services (Republic of Namibia, 2012:3).

The main purpose of this policy is to regulate the function of human resources development in OMAs and regional councils to accelerate service delivery in the public sector of Namibia, thus supporting the attraction and recruitment of staff members to the public service; developing, nurturing and utilising talent; and retaining excellent performers (Republic of Namibia, 2012:6). This purpose can be achieved through different objectives as stipulated in the policy.

The policy is in line with *Namibia Vision 2030*, which states that: "our people are the most important resources of the country; therefore, we consider investing in people and our institutions to be a crucial precondition for the desired social and economic transformation". Hence, this policy seeks to uplift the knowledge, skills and attitudes of individuals at all levels in the government.

In fulfilling its mandate, the government created Namibia Institute of Public Administration and Management (NIPAM), which serves as the main entity for the

training and development of public servants. Therefore, all public servants, when they need training, should consider being trained at NIPAM before opting for other institutions.

Although the Department of Public Service Management within the Office of the Prime Minister is the custodian of this policy, it does so in consultation with the National Planning Commission (NPC). OMAs facilitate the implementation of this policy, monitor and evaluate the whole process at their level to be able to report back to OPM on progress made and areas that may require their intervention or improvements.

There are number of role players involved in facilitating training provision in OMAs, ranging from accounting officers accountable for training and development; supervisors responsible for identifying gaps in performance and recommend their subordinates for skills training; learning and development officers who conduct a training needs assessment and coordinate training activities in their respective institutions, and individual staff members who implement this policy.

Section 4(4) stipulated that staff members are obliged to have a personal development plan (PDP) that describes their development needs and that it can be reviewed annually. All training requests submitted should also be reflecting under individual PDPs unless recommended by the accounting officer. This will avoid unnecessary spending and make provision for staff members to discuss their training needs with their immediate supervisors. Based on staff members' PDPs, the learning officer will compile the annual training plan and advise accordingly to ensure such training is included in the budget.

Section 6 (3) makes provision for financial support where individuals should apply for this support internally. Financial support should be given when the training requested is in line with the HRD plan for an OMA and such training should be funded 100% as per the HRD policy. However, when an individual requests training and it is work-related, such training should only be 50% funded, and when training is not required by an OMA and is neither work-related, it can only be 20% funded (Republic of Namibia, 2012).

There are procedures enabling staff members to benefit from training programmes. The first step for any staff member to receive training is doing a training needs assessment

(TNA) at the beginning of each Financial Year (FY), to identify each staff member's training needs. These are both qualifying and non-qualifying training programmes.

Another TNA that can be carried out is for non-qualifying training that is taken from the performance agreement (PA) a section under the individual's personal Development Plan (PDP).

Section 7(1) highlighted the importance of monitoring and evaluation, where evaluation should be conducted before and after training to see whether the training brought any results or met the intended objectives. Finally, all trainings attended should be recorded and filed in an employee's personal file with the Training Officer for record purposes of the institution.

3.2.6 The Namibia Institute of Public Administration and Management Act 10 of 2010

The Namibia Institute of Public Administration and Management (NIPAM) was established to facilitate improved performance in the public service after the unprecedented growth that Namibia experienced since independence. It was established as an act of Parliament – the NIPAM Act Number 10 of 2010. In terms of section 2(1) of this Act, NIPAM's mandate comprises the following:

- **Training:** To provide training or cause such training to be provided, and conduct examinations or tests as a qualification for the appointment, promotion, or transfer of persons in or to the public service.
- **Operational research:** To carry out investigations into and offer practical and implementable solutions that inform national policies, governance practices and challenges/problems of public administration and management and other social, economic and contemporary issues affecting the Government of the Republic of Namibia.
- **Consultancy:** To serve as the official government consultant to design and evolve new systems, procedures, and methods that will prevent waste and leakages and make the public service more efficient and effective in service delivery, decision making, and formulating proposals for reforms.
- **Capacity evaluation:** To undertake regular surveys on capacity gaps in public service institutions for planning and determining training needs as a basis to expand training programmes and other incentives.

Section 6(b) defines the power vested in NIPAM to assist OMAs through capacity building programmes, operational research, studies and documentation developed at, by or on behalf of the NIPAM.

3.3 SUMMARY

This chapter discussed the legal frameworks governing the public sector in the implementation and provision of training at different levels in all OMAs. It started with the Public Service Act, which regulates the provision of employment in Namibia, followed by the Labour Act that regulates the provision of employment of employees, before alluding to the NQA Act, which set up and administer a national qualifications framework (NQF).

The HRDPF, which reinforce the government's commitment to developing diverse, competent and highly productive human resources and institutions; and NIPAM acts formed the last part of this chapter. Section 4 for HRPF made provision for PDP that should indicate training request for individuals as per the individual assessment, while section 6(3) indicated financial allocation per training in percentages. The NIPAM Act under section 6(b) defined the power vested in it to assist OMAs through capacity building.

The next chapter will focus on the background to the study of the Ministry of Veterans Affairs.

4 THE BACKGROUND TO THE CASE STUDY OF THE MINISTRY OF VETERANS AFFAIRS

4.1 INTRODUCTION

The previous chapter deliberated on legislative frameworks governing training in Namibia. Different frameworks were highlighted in the discussion, with an emphasis on crucial sections that should be considered when providing training. This chapter intends to outline the background of the institution used as a case study for this study.

This chapter will look at a brief overview of training and development in Namibia before the discussion of MoVA background. The discussion includes the Veterans Act governing the ministry, the MoVA's organisational structure, and the programmes and projects facilitated by the department. Information used in this section is gathered from annual reports and strategic plans of this institution.

This chapter will also highlight the role players of MoVA in facilitating different projects and programmes. This will give the reader a better overview of the institution used as the case study. Training and development in MoVA will form the last part of this chapter before summarising it.

4.2 THE OVERVIEW OF TRAINING AND DEVELOPMENT IN THE NAMIBIAN PUBLIC SECTOR

The Namibian Government has introduced the *Training Policy of the Public Service* in 1999 to address the needs of all OMAs regarding capacity building and enhancing the performance of OMAs for the benefit of the Namibian people. The introduction of the mentioned policy arose from the fact that Namibia was colonised for a long time, which caused a knowledge and skills deficit. People were not given a chance for personal development due to inequality by the previous government. Thus, after independence, the government considered how to address previous imbalances, which included introducing relevant legal frameworks including the Public Service Act Number 2 of 1980, as amended, currently called the Public Service Amendment Act, Number 24 of 1990. Consequently, the Public Service Act Number 13 of 1995 was enacted.

In the same vein, a performance appraisal system (PAS) was introduced in 1996 as per the recommendations of the Wages and Salaries Commission (WASCOM) (Republic of Namibia, 2012:2). Afterwards, PAS was suspended due to lack of knowledge resulting in poor implementation. This necessitated the office of the prime minister (OPM) to introduce a Performance Management System (PMS). PMS was introduced, and then OPM conducted a TNA amongst senior management of different OMAs, including reviewing the management of the training functions in OMAs.

The *Training and Development Policy* has been in operation since 1992 and different types of training were provided in compliance with this policy. However, the correct procedures were not followed, which resulted in incorrect implementation, as well as ambiguities in delivering training and development. This necessitated the review of the *Training and Development Policy* to see if it addresses the intended purposes and promotes economic growth through capacity building.

The review of the training policy was conducted successfully in 1999, which resulted in a need to reform human resources management and development. The new policy called the *Human Resources Development Policy Framework* (HRDPF) was introduced, substituting the *Training Policy of the Public Service, 1999*. The purpose of HRDPF is to regulate the function of human resource development in various OMAs to improve and accelerate performance. The HRDPF focuses on the recruitment of resourceful staff members into the public service, developing, nurturing and utilising them effectively, including retaining excellent performers (Republic of Namibia, 2012:3).

The overall aim of the HRDPF is to ensure the accomplishment of Namibia's *Vision 2030*. This vision focuses on improving the quality of life of the people of Namibia to the level of their counterparts in the developed world by 2030 (Namibia, 2004:6). *Vision 2030* can only be achieved if employees are adequately capacitated.

It is the responsibility of every Namibian to ensure the attainment of Vision 2030. Therefore, each OMA was tasked to develop an internal human resources development guide in line with the HRDPF, to guide the training committee in the provision of staff development activities. The human resources development guide will regulate qualifying courses either part-time or full-time studies geared towards staff

qualifications, and non-qualifying courses referred to as short courses (Ministry of Veterans Affairs, 2013). In addition, the human resources development guide outlines conditions for training and measures to be taken when a staff member breaches a contract on financial assistance.

Thus, the Ministry of Veterans Affairs complied with the instruction given by the OPM and developed the *Human Resource Development Guide* in 2012, in line with HRDPF that is currently guiding its employees. The overall objectives for this guide are as follows:

To guide the ministerial training activities geared towards competency improvement and operational efficiency of the ministerial staff members; to ensure that training receives a high degree of support at all levels of the ministerial management; and to ensure training is carefully planned, organised, budgeted and sustained at all levels.

4.3 BACKGROUND TO THE MINISTRY OF VETERANS AFFAIRS (MOVA)

The Ministry of Veterans Affairs (MoVA) was established on 4 October 2006 in compliance with the order of the President of the Republic of Namibia issued in terms of Article 32(e)(3)(g) of the Namibian constitution.

In 2012, the Namibian public sector conducted research and found it necessary to review and reform their institutions for better quality services. This resulted in the restructuring of MoVA and it became a department under the Office of the Vice President. The Ministry of Veterans Affairs (MoVA) has a small structure of 159 staff members, and since the inception of a training policy, several staff members were assisted to enrol for qualification and non-qualification training programmes.

Several employees in the MoVA regularly deal with clients. The MoVA management received complaints through different media platforms and telephonically on different occasions between 2010 and 2012 where clients reported that they were not treated well by MoVA employees, and this created a need for customer care training. Customer care training was then provided to all employees of the MoVA, except for management staff, during the 2012/13 to 2016/17 financial years. Other employee skills training funded by the MoVA was supervision and leadership. Individuals who occupied supervisory positions in the MoVA attended this training.

Some staff members also benefited from qualification training during the same period (2012–2015). However, not everyone who enrolled for a qualification during the same period was funded, as priority was given to courses relevant to the MoVA's core business.

4.3.1 Veterans Act Number 2 of 2008, as amended

The Veterans Act governs the programmes and projects under the Ministry of Veterans' Affairs. It is one of the important documents as it defines the rules and procedures to be followed when facilitating programmes and projects, and who qualifies to benefit under such programmes. As stated earlier, the study focused on the Ministry of Veterans Affairs; hence, the Veterans Act plays a major role in facilitating the programmes and projects. Section 1(a) & (b) defines who an applicant is and who qualifies to be a veteran and a dependant of a veteran. One can only be awarded the status of a veteran by the Veterans Board (VB) after application and vetting.

Section 36(1) defines who may obtain funding for an individual veterans project (IVP), and the prescribed form to apply to the Veterans Board. IVP refers to a planned activities aimed at addressing the needs of the veterans. The idea behind the funding of individual projects is to provide an income to veterans to sustain their livelihood. Section 40(1) makes provision for an appeal whereby every person who felt aggrieved by the Board's decision has the rights to appeal within 90 days from the date s/he received written notification from the Veterans Board. This includes people who applied for different benefits from the fund, but which were not granted or approved.

4.3.1.1 *The vision of Veterans Affairs*

Veterans Affairs envisioned to be recognised for excellence and to unwaveringly uphold their values in their mandate (Veterans Affairs, 2013:10).

4.3.1.2 *Veterans Affairs' mission statement*

The mission statement is to provide social and economic support to veterans, which will enable them to engage in sustainable initiatives and improve their livelihood, including keeping the history of the liberation struggle alive (Veterans Affairs, 2013:10).

4.3.1.3 Value statement of the Veterans Affairs

There are eight core values articulated in the strategic plan (Veterans Affairs, 2017:8), they are as follow:

- Transparency – the activities will be carried out in an open manner that is most acceptable to clients for information on activities in a manner, which is straightforward, open and readily understandable.
- Accountability – details of performance against targets will be provided and will identify who is responsible. The responsibility for decisions and the actions therefore, will be accepted.
- Loyalty – loyalty and hard work will be exhibited and will be responsive to the needs and aspirations of the ultimate beneficiaries.
- Innovation – the value of being creative and innovative by advancing best practice approaches when implementing socio-economic activities is strived for.
- Mutual respect – participants will be fair and respectful of veterans, colleagues and other stakeholders in all their dealings.
- Confidentiality – sensitive information will remain confidential and all will be trustworthy in handling matters pertaining to clients and stakeholders.
- Professionalism – it is promised that all activities will be conducted according to a standard of excellence, acceptable to all clients and stakeholders.

4.3.2 MoVA's organizational Structure

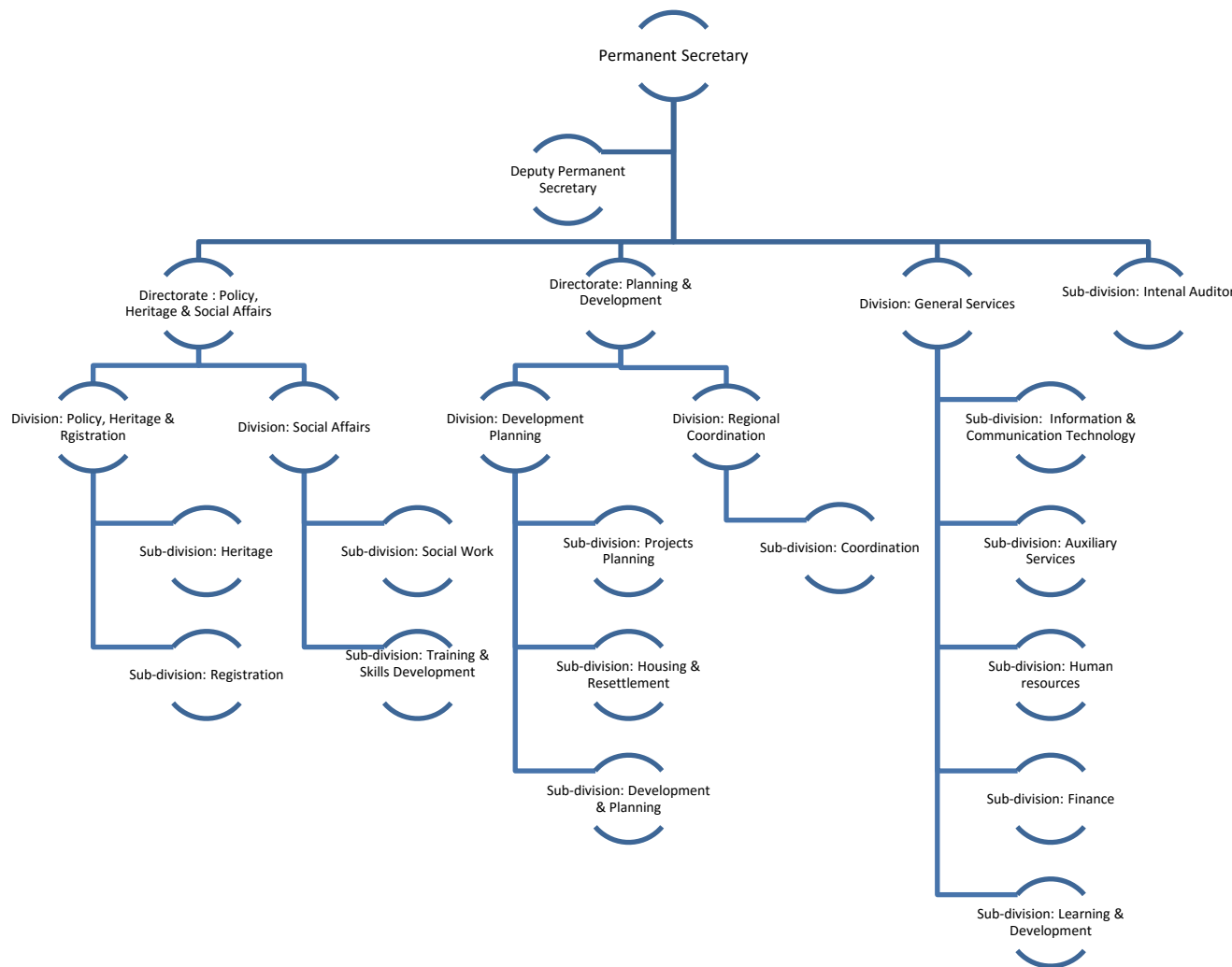


Figure 4.1: MoVA Organogram (Veterans Affairs, 2013:25)

The two directorates under the MoVA responsible for facilitating programmes and projects of veterans are discussed below:

The Directorate of Policy, Heritage, Research and Social Affairs (DoPSA) has the responsibilities to plan, formulate, review policies and guidelines; administer and coordinate the process of application for veterans' status; provide financial assistance, social welfare and psychological support to veterans and their dependents; and preserve and keep the history of the national liberation struggle of Namibia alive.

The Planning Development Directorate has the overall responsibilities to continuously initiate, coordinate and implement, monitor and evaluate viable and sustainable programmes and projects aimed at uplifting the living standard of veterans while the

division of General Services provide administrative support to the functioning/operations of Veterans Affairs.

Prior to the establishment of the MoVA, the Government of the Republic of Namibia implemented various programmes and projects aimed at addressing the socio-economic needs of veterans, some of which have not been successful. Below are programmes and projects currently facilitated by the MoVA:

4.3.3 Veterans welfare development programmes

- Registration – the process of interviewing, screening and awarding status to the applicants who want to be veterans as per the definition of the Veterans Act.
- Subvention – lump sum and welfare improvement grant received by veterans to improve their livelihood;
- Education and training grant - provision of educational financial assistance to veterans and their dependants;
- Medical assistance and counselling – provision of medical assistance and counseling to veterans while counselling is extended to their immediate family members;
- Housing - provision of houses for eligible veterans
- Resettlements – veterans who are willing to be relocated in communal areas for farming purposes are provided with livestock to start farming.
- Individual veterans projects – funding of individual veterans projects to create their own income

4.3.4 Liberation heritage programmes

- Erection of tombstones – erection of tombstones on the graves of veterans for their recognition and to keep their history alive
- Site identification and marking – marking of the historical places with signage containing information about historical place.
- Research and documentation – the compilation of names of deceased people under the care of the SWAPO Party of Namibia and the writing of a book on the history of the liberation of Namibia.
- Erection of monuments – erection of monuments on places of historical significance.

- Establishment of outdoor museum – the setup of fully-functional museums at selected places based on their historical events.

4.4 THE ROLE PLAYERS OF THE DEPARTMENT

The MoVA operates with assistance from the following role players:

- OMAs – collaboration in the process of carrying out activities relating to heritage and other services;
- Veterans Association – participate in sharing of information when required and support on the implementation of programmes to improve veterans' lives; and
- Parastatals and private companies – consultation and information sharing and delivery of goods/services.

In the absence of these role players, the MoVA cannot fulfil its mandate.

4.5 POLICIES GUIDING PROGRAMMES FACILITATED BY THE MOVA

Each programme, as stated earlier in this chapter, has a policy that guides its implementation to ensure transparency and accountability. The registration policy stipulates the age restrictions for the dependents of veterans and further highlights the qualifying amount for subvention and the lump sum per beneficiary.

The education and training grant (ETG) policy identifies those who qualify to benefit under the ETG and the amount allocation per beneficiary per year. The housing and resettlement policy categorises veterans in terms of resettlement and housing as approved by the Veterans Board. The individual veterans' project policy defines the procedures for applying for IVP and the allocation of a qualifying amount per beneficiary, depending on the type of project applied for by veterans.

4.6 TRAINING AND DEVELOPMENT IN THE MOVA

The sub-division, Learning and Development, is responsible for facilitating training in the MoVA for all employees. Other responsibilities of the Learning and Development sub-division includes, training needs identification for staff members aspiring to enhance their skills and improve performance to contribute to the overall goal of the institution. Additionally, the sub-division should compile quarterly and annual reports to the OPM. The main reason for the reports is for the OPM to assess whether the training provided or conducted is indeed in line with the training manual guidelines that

serve as an institutional policy. Based on the reports compiled, the OPM will assess the departmental performance in terms of training to see whether the right procedures were followed and whether the training policy is being implemented.

The training manual guidelines should define who qualifies to benefit under the development scheme depending on the duration an individual spent with the organisation. Therefore, if a staff member is on probation, such a person does not qualify to benefit from the scheme for a qualification course, but they may qualify for a non-qualification course. It further makes provision for a staff member to enter into an agreement with the employer, once approved for funding. Other crucial points that form part of the guidelines are the tuition fee percentages covered by the employer depending on the type of training.

The procedures for benefiting from a training and development scheme are as follows: a staff member should apply using the application form provided by the institution. An immediate supervisor must sign the application form as a proof that s/he agrees with the proposed training. The application form contains a component for financial implications, indicating the cost breakdown for the intended course. Once a supervisor signs the application, the Training Committee will assess the application before recommending it to the Accounting Officer for final approval. An applicant will only be funded once the Accounting Officer has signed or approved the application.

Based on the number of staff members trained per quarter or financial year, the training officer will compile a report entailing the type of training undertaken, costs (amount spent) involved, statistics for trained staff as well as the benefits of training to the organisation. The Accounting Officer as an approval body should sign all reports before forwarded to OPM. Based on OPM's findings, feedback will be provided with recommendations in this regard if necessary.

It is worth mentioning that all government employees have to sign a performance agreement (PA) at the beginning of every financial year. A PA contains an individual's performance indicators against which their annual assessment will be measured. The PA groups an individual's tasks into quarters. At the end of each quarter, staff members review their workload of the quarter and assess their performance with their immediate supervisors. As part of the PA, there is a component called the personal development

plan (PDP). Under this section, individuals indicate their intended training needs. Thus, any training to be undertaken should reflect on the individual's PA under the PDP section unless the management staff of the institution recommend it.

So far, ten (10) employees completed their qualifying courses through MoVA financial assistance, while other three (3) employees are in the process to complete their qualifying courses. This number does not include the non-qualification courses. During the financial year 2012/13 to 2014 / 15 thirty-five (35) employees attended customer care training. This number include six employees who were promoted to other ministries. Employees at skilled level were grouped into two groups and one group for supervisors. While from 2015/16 to 2016/17 financial years one group consisted of 15 employees at skilled and supervisory level were trained at once. Employees were grouped in one group due to inadequate funds. Five employees who joined the Ministry toward the end of 2016/17 still needs to be trained in customer care training.

Although the Ministry's management made an effort to send their employees for customer care training, individual files do not have any report regarding training attended. According to the Training Officer in the ministry, a report was compiled after training attended and discussed at the training committee level. However, the researcher was not provided with a copy, as it was misplaced. Additionally, the procedure on how training content was designed was not explained. By the time this data collected, 12 employees (four supervisors and eight skilled) were promoted to different ministries. Three (3) positions at supervisory and four (4) at skilled levels are filled while, others positions are still vacant.

4.7 CUSTOMER SERVICE IN THE MOVA

During the distribution of benefits to the intended beneficiaries in compliance with the legislation, the institution learned about the complaints from customers. This arose from the unfair treatment of customers by MoVA employees. Several complaints have been received through different media platforms while some customers complained through the Executive Director' Office (Permanent Secretary by then) about their dissatisfaction. This became a matter of concern and forced MoVA management to conduct a thorough analysis to see how to address clients' complaints. Afterwards, a decision was made that all MoVA staff member should attend customer service

training. The training was intended for all employees to improve service delivery and shape the image of the institution.

The subdivision, Training and Development, was tasked to facilitate the process by identifying a potential trainer and making the necessary arrangements for all employees to be trained in customer care. Mr Sacky Nikodemus, a potential trainer, was identified to train MoVA employees during the financial year 2012/2013. All employees below management level were trained in this regard.

4.8 SUMMARY

All institutions have their values and standards, and the same applies to the MoVA. To execute its mandate, MoVA employees should make a meaningful contribution to attaining organisational goals. Thus, this chapter attempted to discuss the background to the case study for the institution under which the study will be conducted.

The chapter started with the overview of training and development in Namibia, with a brief background on when it was introduced in the public sector. The second part looked at the MoVA's background where the vision, mission and core values were pinpointed to get a better understanding of how the MoVA should execute its mandate before highlighting its programmes. This part was followed by guiding programmes and projects facilitated by MoVA before discussing institutional role players.

Policies and guidelines governing different programmes and projects were also highlighted while the background of training and development in the MoVA finalised the chapter

The next chapter of this study will focus on research methodology and data presentation on information gathered for the purpose of this study.

5 RESEARCH METHODOLOGY AND DATA PRESENTATION

5.1 INTRODUCTION

The previous chapter discussed the background to the case study with the emphasis on the overview of training and development in the Namibian public sector, the background of the MoVA, and the role players in the MoVA, policies guiding programmes facilitated by MoVA, as well as training and development in MoVA. This chapter focuses on the research methodology with the instrument and sampling used in this study. In addition, this chapter briefly discusses the ethical considerations and right of access followed throughout the study. The data presentation and results, which align with Kirkpatrick's model for the study, forms the last part of this chapter.

5.2 RESEARCH DESIGN

The research design is a plan or blueprint, indicating how one intends to conduct the research (Mouton, 2001:55). It guided the study on the types of questions to ask, what information is relevant for the study, and how data should be interpreted. Thus, the purpose of the research design is to enable the researcher to answer the research questions of the study. The researcher opted for a mixed-method design to evaluate customer care training provided to MoVA employees and assessed whether an intervention brought the intended results within the institution. The statistical data with explanation were used for data interpretation.

Semi-structured questionnaires were used to achieve the study objectives, as they are self-administered and easy for participants to complete. After gathering the data, the researcher needed clarification on some information collected that necessitated follow-up interviews to give meaning to the study. Thus, clarification from the employee and supervisor groups on some questions was done using a telephonic interview from the participants to answer some of the why questions that arose during data presentation. The investigator also accessed employees' files to compare information for validity purposes.

5.2.1 The mixed-methods approach

The mixed-methods approach is a combination of qualitative and quantitative methods. The quantitative research is a systematic empirical investigation of observations via

statistical techniques; it formulates facts and uncovers patterns in research. Data that can be converted into numbers and can be presented in graphs are quantitative.

Qualitative research is a scientific method of observation to gather non-numerical data and provide insights into the problem. Key information gathered under customer care training, employees' behaviour and challenges facing MoVA employees formed part of qualitative data. Both methods were used to gain a deeper understanding through comparison of results from different groups of the targeted population as well as from individual files.

5.2.2 Data collection instrument

Data collection involves decisions and actions regarding the collection of data to address the problem (Mnisi, 2015:74). Both primary and secondary data were used as a source of information during the data collection process. Primary data is data collected by the researcher for the purpose of the study. The primary data were gathered using semi-structured questionnaires from the sampled population consisted of MoVA employees (in different categories) as well as veterans not older than 70 years who benefited or are benefiting from more than one programme facilitated by the MoVA.

The questionnaires were piloted with six participants to test the accuracy and simplicity of the language. Based on the inputs and comments from participants, the questionnaires were revised accordingly. All participants were informed about the purpose of the study and assured of anonymity and confidentiality before participating in the study. Assurance of voluntary participation in the study was communicated to all participants before participating in the study.

Secondary data is data collected by someone other than the researcher and for purposes other than that of the study. Secondary data were gathered through the analysis of individual files for validity purposes and any information that might contribute to the evaluation of customer care training attended. In addition, follow-up questions were asked using a telephonic interview with MoVA employee and supervisor groups to clarify data that needed clarification during the presentation to avoid ambiguity.

5.2.3 Population and sampling

A population is a full set of cases from which a sample is taken (Welman, Kauger & Mitchell, 2005:53). Sunders concurred by quoting Kum *et al.* (2014:82) that “a

population” relates to the entire set of people that is of interest to the researcher, and “the target population” refers to the group of people or objects from which the sample should be taken. In this event, the target population consisted of MoVA employees at head office who attended the training, including managers and veterans benefiting/having benefited from more than one programme of the MoVA.

The MoVA employee group at the head office consisted of those at the skilled, supervisory and management levels as well as training committee members. It’s worth mentioning that veterans between the age of 58 and 70 years benefiting from more than one programme were chosen as they are suitable to analyse the customer service of the ministry based on their experiences whenever visiting the office for inquiries and asking for information regarding their benefits.

A purposive sampling method was found suitable for this study to focus on specific characteristics of the selected population relevant to this study and which allowed the investigator to answer the study questions. The researcher gathered information from veterans who benefited in more than one programme only as this group is at a better position to measure MoVA customer service compared to others. In addition, MoVA employees who attended customer service training also formed part of the sampled population. This enabled the researcher to get different views from individuals at different levels with varying years of working experience within the ministry.

5.2.4 Sample size

The MoVA has around 91 employees at the head office, employees at management level included. However, of the 91 employees, only 44 deal with clients at the head office. Of the 44 employees, some are new in the ministry and did not yet attend customer care training while five positions of the 44 are vacant. Thus, the sample size of employees was limited to 30 respondents as follows: 21 of 31 skilled employees, three of five training committee members of MoVA, three of five managers, and three of five supervisors. This means the sample size of 30 employees is out of 44 since only 44 employees at the head office deal with customers.

Sixty customers (veterans) represented the veterans’ sample that brought the total sample size to 90 participants. Although there are 14 regions in the country, only six of

them were represented. These regions were picked based on the density of the veterans' population compared to other regions. The selected regions are:

- Khomas: 20 of 23,
- Omusati: 12 of 16,
- Oshana: 7 of 11,
- Oshikoto: 6 of 8,
- Ohangwena: 10 of 15, and
- Otjozondjupa: 5 of 8.

The researcher contacted all participants requesting their participation in the study before distributing the questionnaires. Those who were not physically reachable were contacted telephonically, and questionnaires were emailed to them. Assurance of voluntary participation in the study, anonymity and confidentiality was communicated. Participants were given almost a month to complete the questionnaires, and those who did not respond on time were reminded telephonically as a follow-up.

5.2.5 Verification of quantitative data

According to Anghuwo (2016:73), the principle of dependability refers to the process where the researcher ensures that the research process is logical, well documented and audited. The research process was well documented throughout the research study to meet the principle of credibility in this study (De Vos *et al.*, 2011:420).

5.3 ETHICAL CONSIDERATION AND ACCESS ISSUES

Ethics are the accepted guidelines of behaviour for groups or institution (Dubrin, 2013:41). Generally, what an institution considered being right or wrong practice became its ethical guidelines. Most of the ethical guidelines are documented. When conducting research, it is expected that ethical considerations are also adhered to. Thus, in this study, matters pertaining to ethics were observed.

The researcher obtained the consent of participants through the signing of consent forms. Anonymity and confidentiality were protected as no names or position titles were used. Participants' right to withdraw from the study at any point or time was granted.

The researcher was granted permission to conduct research from the Research Ethics Committee of Stellenbosch University as per the application form submitted for ethical approval. Approval from the Ministry of Veterans Affairs for the researcher to conduct a study was also obtained.

The next section presents the data collected from the three groups that formed the sample size of the targeted population.

5.4 PRESENTATION OF RESULTS:

The primary purpose of the study was to evaluate the impact of customer care training attended by MoVA employees since the financial year 2012/13 and see whether such training brought the intended results. The study attempted to answer the main broad questions, namely:

1. To what extent has the customer care training brought changes within DVA?
2. How did the customer care training capacitate employees with the necessary skills to improve its service delivery from 2012 to 2016?
3. If customer care training brought changes, what are the causes of continued inadequate customer care?

Based on the problem statement and the research questions, the following objectives were used during the study to guide the researcher.

- Discuss the theoretical framework, specifically training and development to determine the required competencies for success;
- Investigate the challenges encountered by MoVA employees concerning the customer care training;
- Investigate the views of DVA stakeholders on the outcomes of the customer care training provided since 2012
- Discuss employees' behaviour before compared to after attending the customer care training; and
- Investigate whether or not the customer care training improved the behaviour of DVA employees based on the number of complaints and suggestions from different stakeholders.

The study adopted a mixed-methods approach to answer the main questions, and collected data from a sampled population of 90 respondents. Responses were

categorised into three groups as per the questionnaires used for data collection. The results are presented in graphs and charts based on the responses from different groups. A brief explanation is also provided as additional information about the graph or chart, which will enable readers to understand the graphs better.

A well-designed training programme helps participants to attain their aims and objectives. Raymond (2008:6) stated that there are steps to follow when designing training to ensure positive results. Some of the steps highlighted are: determining training needs, ensuring participants motivation, and creating a conducive environment for learning, to mention a few. In line with training design, other factors to consider when evaluating training intervention are Kirkpatrick's levels of evaluation.

Donald Kirkpatrick outlined four levels of evaluation to assess the effectiveness of training. The model can be implemented before, throughout and following training to indicate the value of training for the institution. When evaluating training, there should be a pre-intervention measure to determine the entry behaviour of participants as post-intervention will be worthless in its absence. Moreover, a need or a problem should be identified that necessitates training. Thus, this study used the Kirkpatrick model to analyse and interpret the data gathered.

5.4.1 Employees' questionnaire responses

Below are the results gathered from the employees' group.

5.4.1.1 Part A: Demographics

This section presents data on employee demographics. Twenty-one employees at skilled level were targeted to answer questionnaires, and their responses are plotted in either graphs or pie charts. All respondents under this category attended customer care training. However, there is no pre-evaluation report compiled to compare the results.

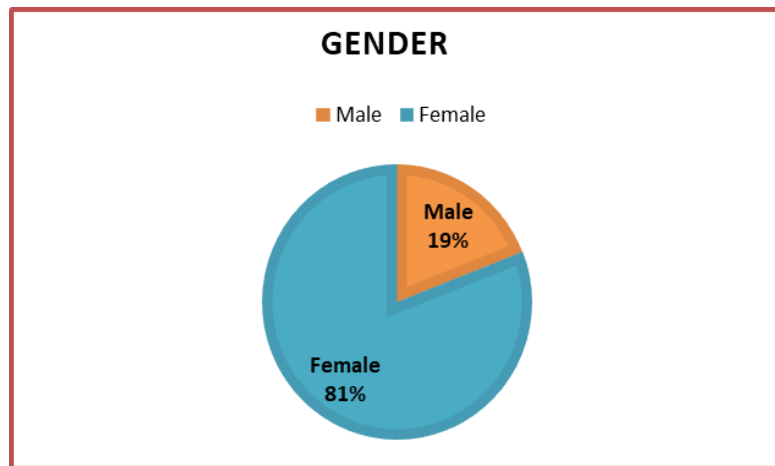


Figure 5.1: Employees' gender

A combined gender, as plotted in the pie chart, represents respondents' ages. The pie chart reflects the respondents' gender ratio, with 81% being female and 19% male.

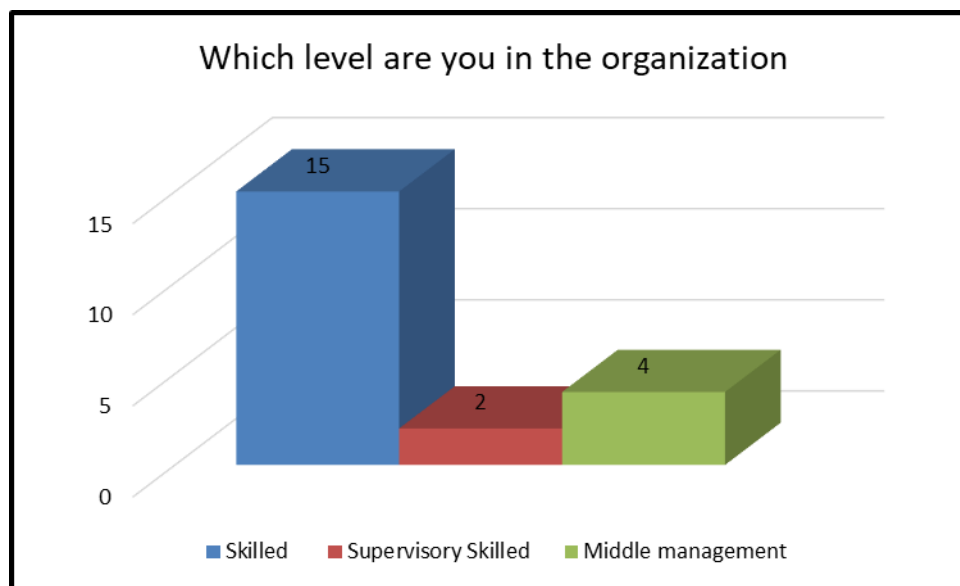


Figure 5.2: Employees' level or position at work

Information about employees' job level was asked for the focus of this study. Although the graph indicates that different levels of employees responded to the questionnaires with some at a supervisory level while others were at middle management, during the time of the customer service training all participants in the study were at the skilled level.

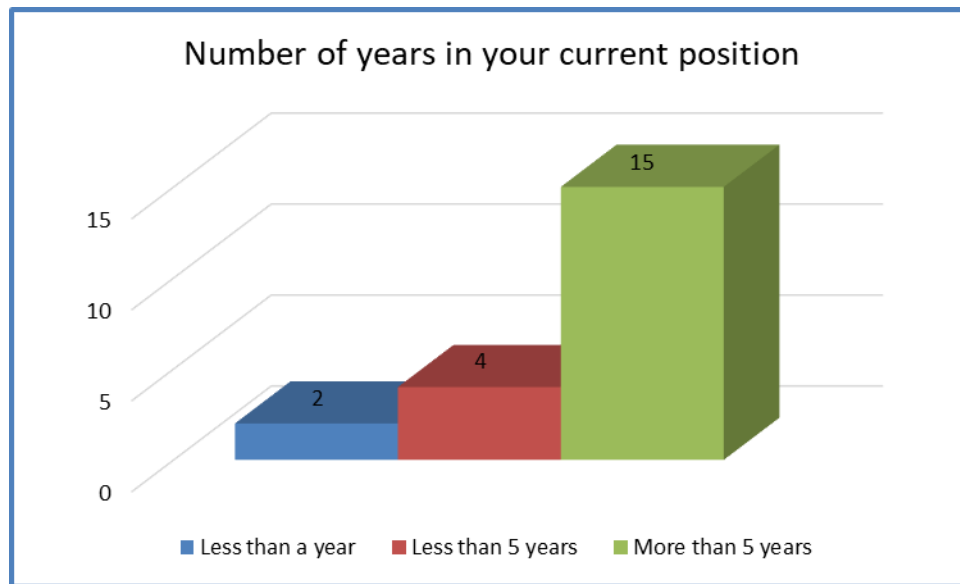


Figure 5.3: Years of service in the current position

This information was relevant to assess whether there any difference in responses from employees who held a position for many years compared to those holding a position for only a few years. Most of the respondents served for more than five years in their current positions. Others who served less than five years are due to promotions and transfers from one division to another.

5.4.1.2 Part B: Challenges encountered by MoVA employees

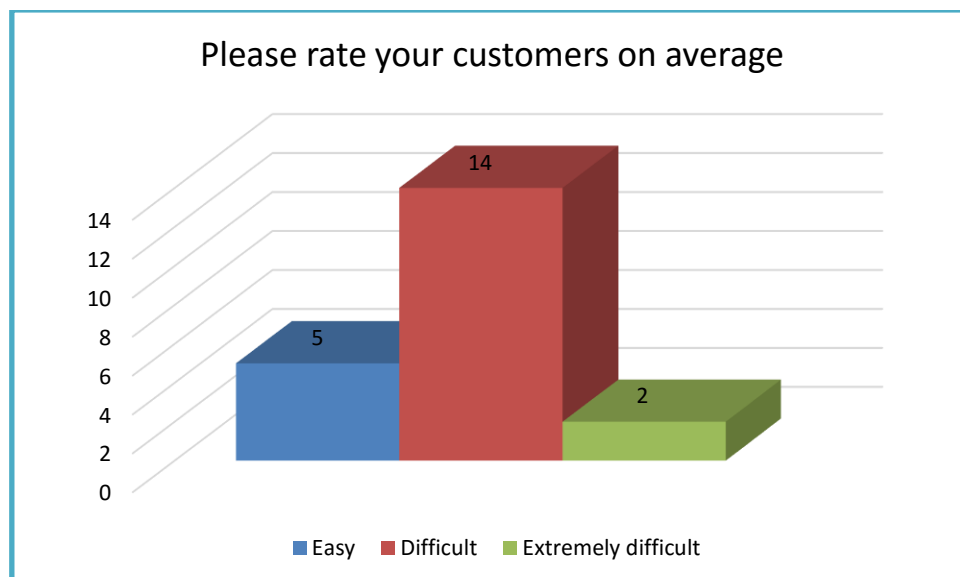


Figure 5.4: Customers average in terms of behaviour

MoVA customers are mostly ex-combatants who were involved in a war. They suffered trauma and were tortured during the war and never got counselling upon return. Thus, most of the employees feel clients are difficult to work with daily as most of these

customers were involved in a war where they experienced traumatic situations that have not been dealt with. Some are frustrated because their experience in the war left them with scars, making it difficult to deal with everyday situations while others' cannot cope with their trauma. Although a few respondents felt clients are easier, these are mostly the opinion of those who held their positions for more than five and got used to their customers.

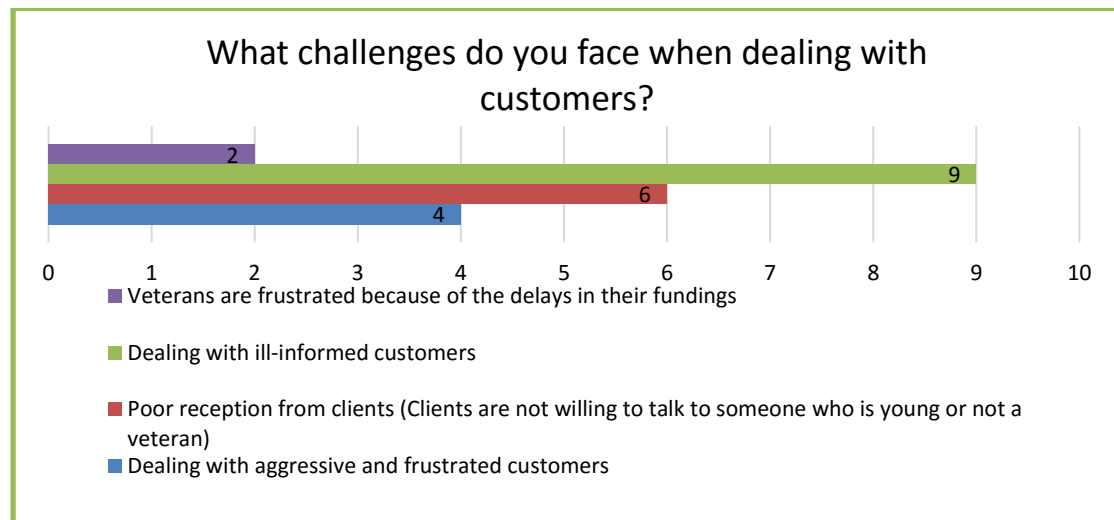


Figure 5.5: Challenges facing employees

Several complaints from veterans necessitated customer care training. A need was identified, and the intervention was customer care training to influence MoVA performance and improve service delivery. The purpose of this question was to analyse how challenges identified will be addressed through training provision to bring intended results. The challenges were categorised as per the graph above. Interestingly, the biggest challenge for employees was dealing with ill-informed customers. The conclusion drawn based on the findings is that clients were not well informed about their benefits resulted in complaints.

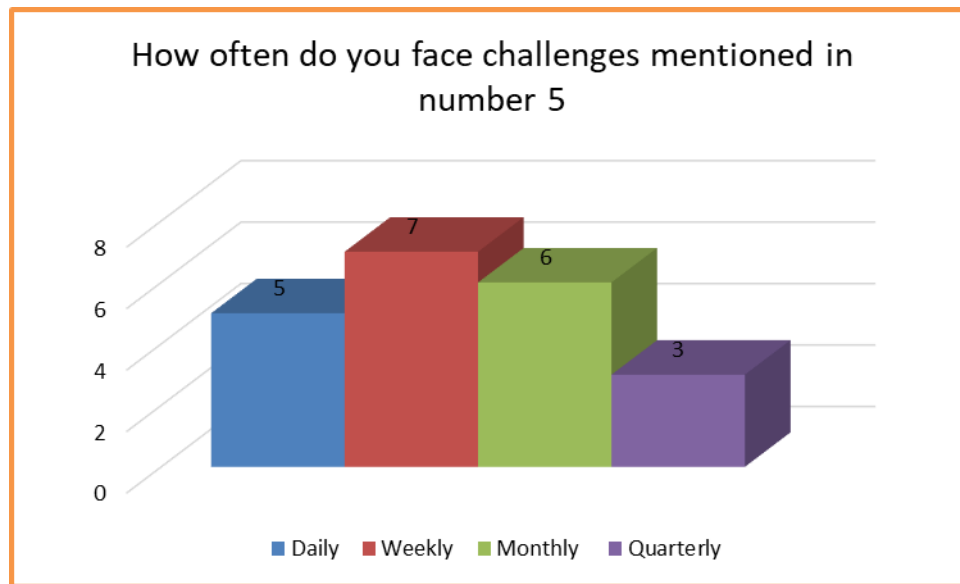


Figure 5.6: Frequency of challenges

The results confirmed that there is a problem or a need that necessitated training intervention due to the frequency of challenges experienced weekly (maroon), if not monthly (green) when dealing with customers. The results showed that the fewest challenges are faced quarterly (**purple**) as the category only scored 3.

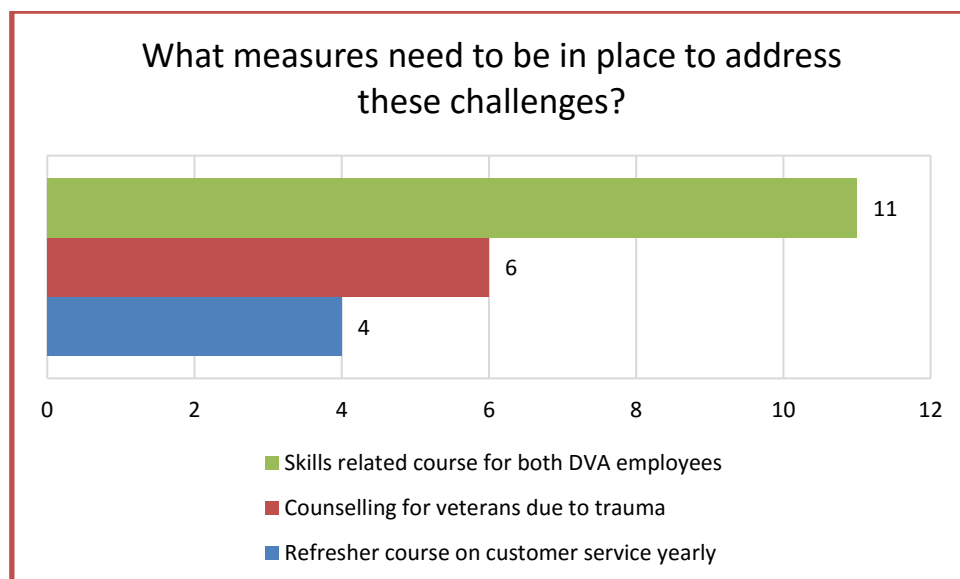


Figure 5.7: Measures to address challenges

Although skills-related courses opted to be a possible solution to address challenges, training content must be designed based on a need identified to bring intended results. A well-designed training programme attracts participants' attention. The results confirmed a need for a biennial refresher course to improve service and minimise

several complaints. This is an indication that a refresher course is essential for employees.

5.4.1.3 Part C: Behaviours before and after attending customer care training?

This section was formulated to assess employees' reaction towards customer care training attended and whether learning took place. The responses determined whether participants liked the training provided or not. It is useful to determine how participants felt about the training and whether it was successful or not. According to Kirkpatrick's levels, level 1 that is reaction measures - pinpoint the problems within the course outline or programme itself.

Level 2 of Kirkpatrick is learning. It is essential to assess how well training attained its goals to evaluate whether the training had the desired effect. Thus, the purpose of customer care training was to change employees' behaviour when dealing with clients. Questions were asked regarding changes in behaviour and attitude to determine whether learning took place. Information gathered under this section confirmed whether learning took place.



Figure 5.8: Changes in behaviour and attitudes after training

Learning measures determine how well the training attained its goals. Mnisi (2015:38) concurred by emphasising that learning evaluation is concerned with whether participants understood and absorbed the facts, principles and skills taught. Although the results confirmed that customer care training attended was very good, it remains a concern that six respondents felt it was average. One may conclude that the training

met participant perceptions in a way, but it lacked other essential areas (such as how to handle pressure and other challenges encountered in a working environment) that should be incorporated in the next training content.

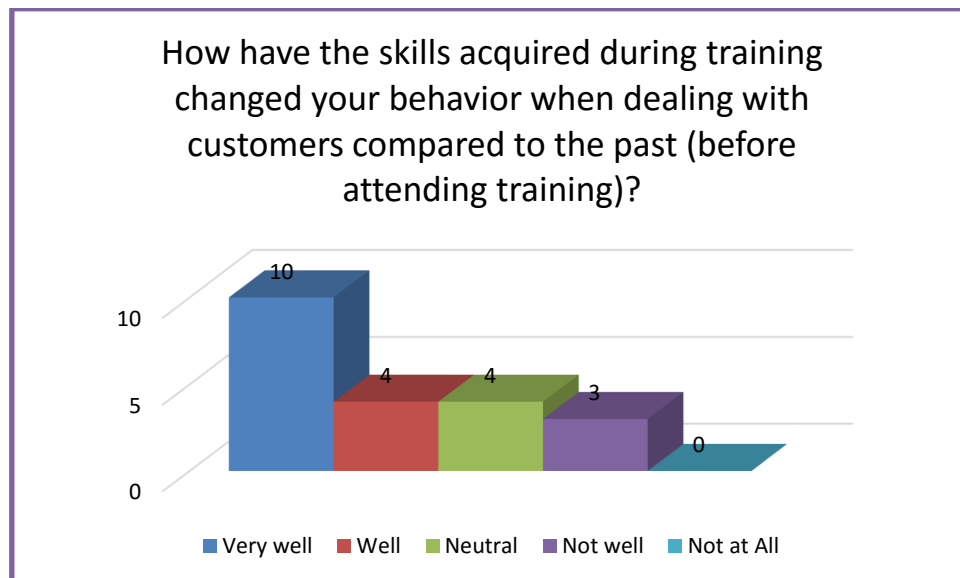


Figure 5.9: Change of behaviour when dealing with customers

Behavioural change is a measure of attitude when performing certain tasks. According to Newby (1994), changes in behaviour can easily be observed and skills like interpersonal skills, customer service etc. are changes that one can acquire through training. Employees at different level in MoVA measured behavioural changes of their core-workers after attended training. Behavioural changes were measured through observation when dealing with customers This question was asked to confirm whether learning took place and indeed whether any changes in behaviour are noticeable.

The graph presented responses from different respondents on how they felt about their behaviour after attending training compared to the past. The results confirmed changes in employees' behaviour after attending training with the "very well" category scoring a significant figure. However, there is an indication that not all employees changed. One may conclude that there should be a reduction in complaints as some employees learned to handle their customers better after attending customer care training, but something should be done to ensure that positive results are achieved from all respondents.

5.4.1.4 Part D: Customer care training

This section allowed employees to evaluate the training attended and confirm whether it brought the intended results. According to Basarab and Root (2001:12), to evaluate results and for the evaluation to be appropriate, three conditions must be met:

- Level three evaluation (behaviour measure) must be completed, and the results should be positive
- Records must be available to compare company benefits before and after training (with regards to customer care training this refers to complaints before training and after training)
- The use of control and experimental groups to compare business results

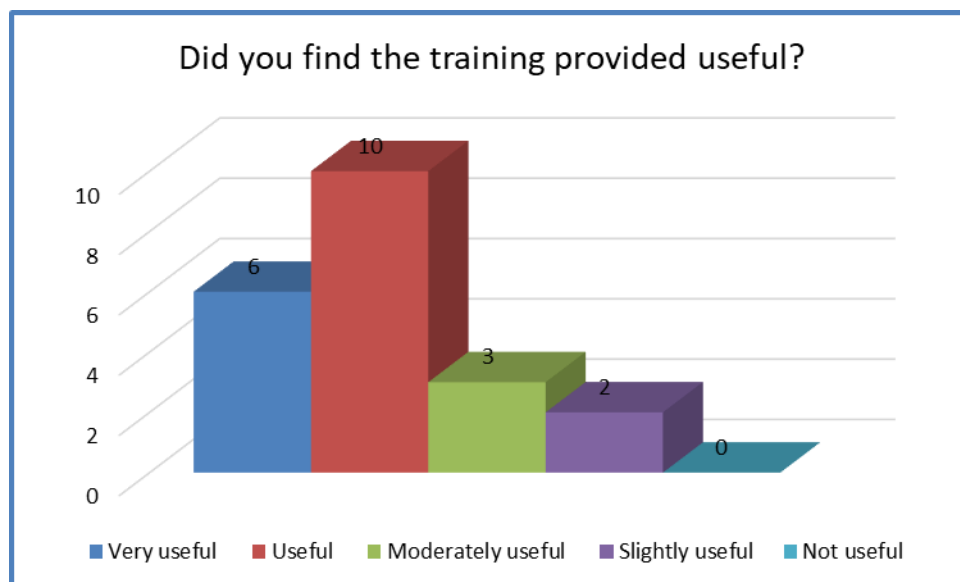


Figure 5.10: Usefulness of training

Respondents were asked to measure the usefulness of customer care training attended. A few respondents felt that training attended was only moderately to slightly useful as per the above figure. Based on the follow-up interview, responses on why training was only moderately to slightly useful, attendees felt that the training was not inclusive of all areas as it mostly focused on ways of communication without emphasising how to handle pressure and other challenges encountered in a working environment. Hence, the results confirmed the usefulness of training as it scored the highest number although, there are two attendees dissatisfied with training. Thus a conclusion was drawn that training met some attendees' expectation but not all.

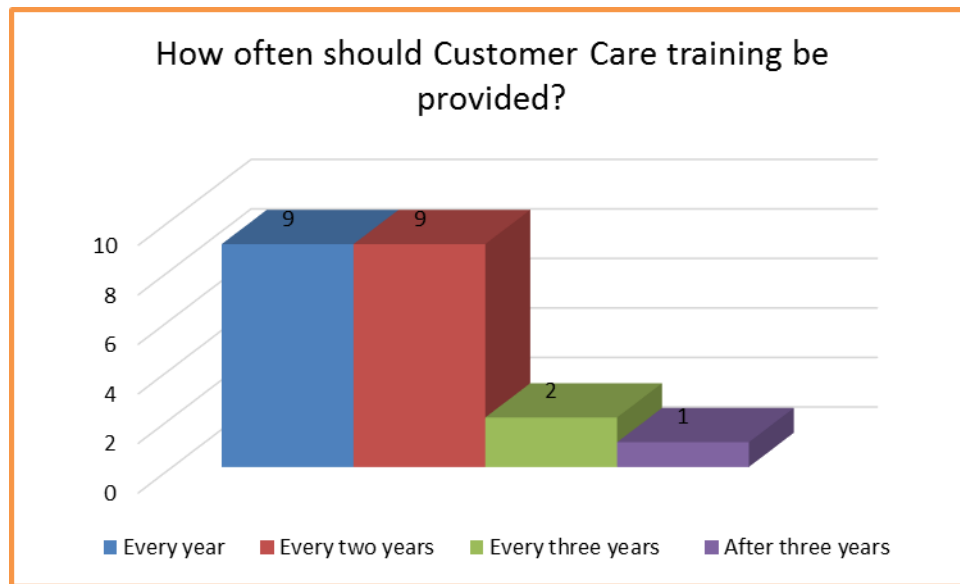


Figure 5.11: Frequency for training provision

Respondents confirmed a need for customer care training to be provided annually or biennially. Although not all respondents supported training provision yearly or biennially, the same respondents also did not find training useful, thus they didn't think it needs to be provided often. There is a correlation between two figures (figure 5.10 and figure 5.11)

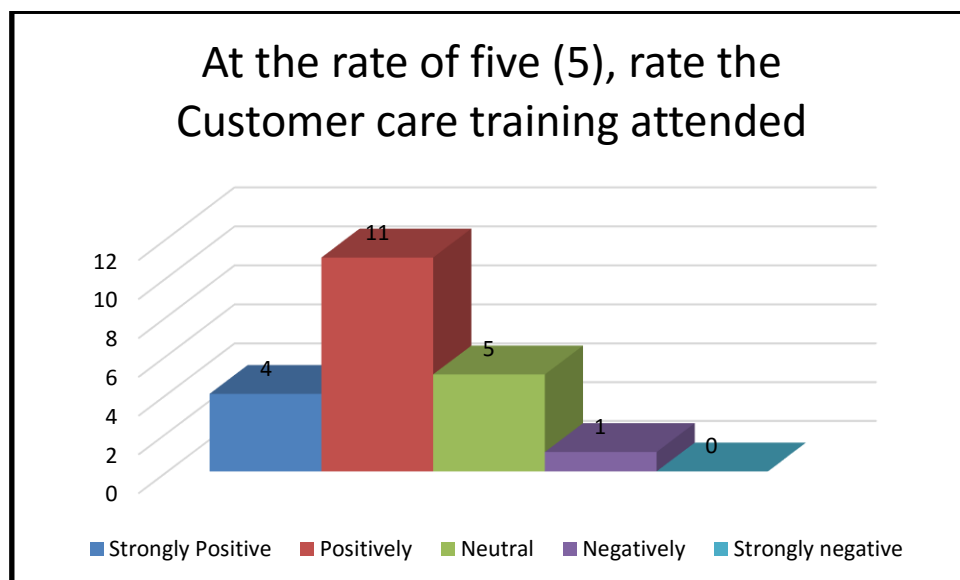


Figure 5. 12: Training rate

Employees were asked to rate the customer care training provided. The purpose of this question was for the investigator to judge the success of training through comparing the different responses of employees. Kirkpatrick's evaluation model stated that perception

and learning measures should be positive to have changes in behaviour. The results of rating the training correspond with participant satisfaction (Figure 5.10). 71% of respondents had a positive response while 95% of all attendees surveyed, did not have a negative response. Only one respondent rated the training negatively, which makes the training a resounding success.

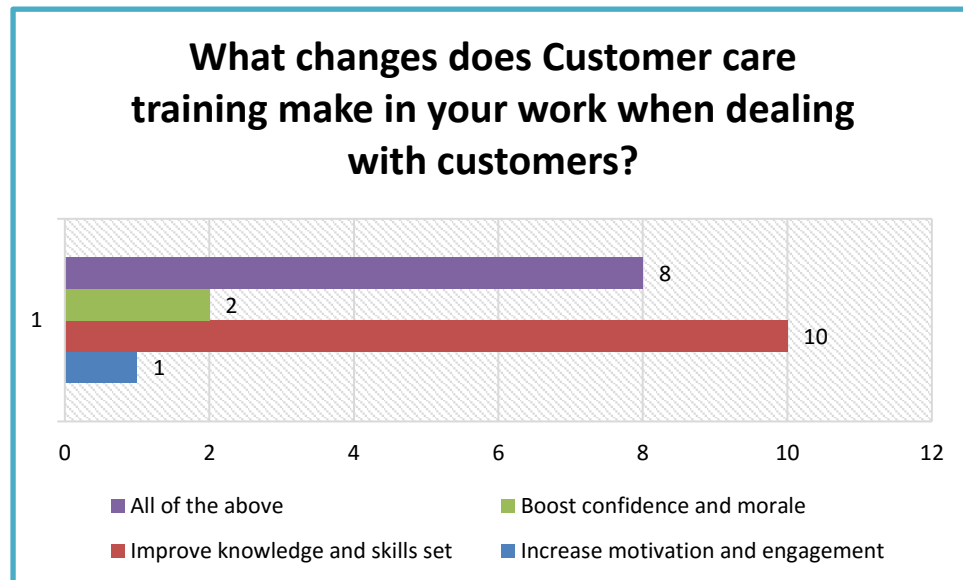


Figure 5.83: Changes brought by training

The graph plotted categories of changes that customer care training delivered with “**improved knowledge**” receiving the highest score. In comparison with supervisors and managers’ responses in **Figure 5.29**, there is a **correlation** in results. Both figures confirmed that training improved knowledge and skills set however, it did not boost confidence neither did it increased motivation. This confirmed that, customer care training provided or attended did not focus much on motivation and boosting individual confidence. The results also concurred with the responses in **Figure 5.10**. Although learning and behaviour changes took place, much still needs to be done to ensure that positive results are achieved (influenced service delivery in MoVA). Hence, the next training should cover categories that were not fully addressed during the previous training.



Figure 5.94: Percentages of training contribution to the working environment

This pie chart presents the percentage of people who felt attending the training influenced their work. 90% of respondents felt training made their work easier with the explanations provided below, while 10% felt it did not. Respondents who felt training did not make their work easier are the same respondents who felt motivation and confidence were not addressed during training and also found the training not useful. This is an indication that some participants' expectation of the training were not met or might be just negative about training attended.

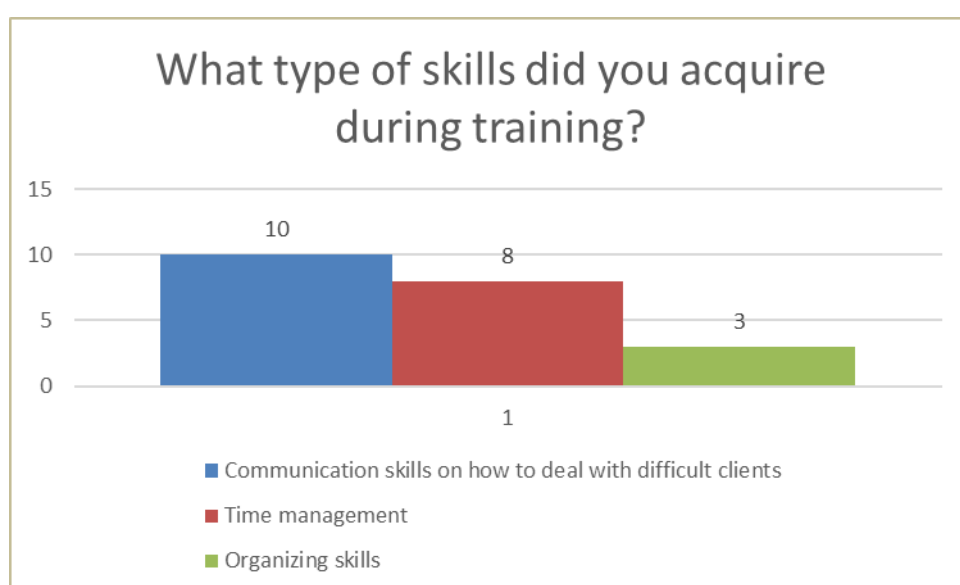


Figure 5.105: Skills acquired during training

Ten respondents felt they acquired communication skills, eight have acquired time management skills, and three acquired organising skills. The results confirmed that **organising skills** (green) was not fully emphasised during training attended. Hence, one can recommend that in future, this type of skill should be discussed in detail to assist participants with organising skills at work.

5.4.2 Supervisors and management questionnaire responses

Level 3 of Kirkpatrick's model is measured through observation based on individual attitudes when performing a task while, level 4 measures are based on the outputs. The researcher found the supervisor and managers at a better place to measure the employees' behaviour as they deal with their subordinates daily. Furthermore, results were measured based on complaints from different MoVA stakeholders as well as institutional performance. Hence, supervisors and managers were found suitable to evaluate both employees and institutional performance. Since training committee members are also at the same level, their responses formed part of this group. The section started with demographic information (gender, position at work, and years in current position) to define the structure of the sampled population.

This group consisted of nine respondents, and their responses are discussed below.

5.4.2.1 Part A: Demographic information

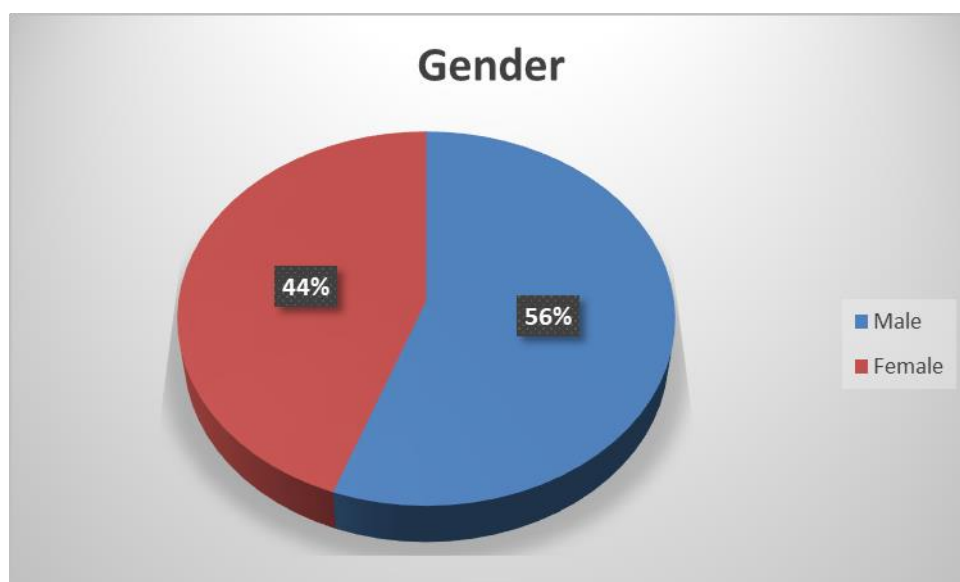


Figure 5.116: Gender percentages

The chart plots the gender of respondents as a percentage indicating that the sample consisted of 56% male and 44% female respondents. The gender percentage is plotted to confirm that both genders were represented.

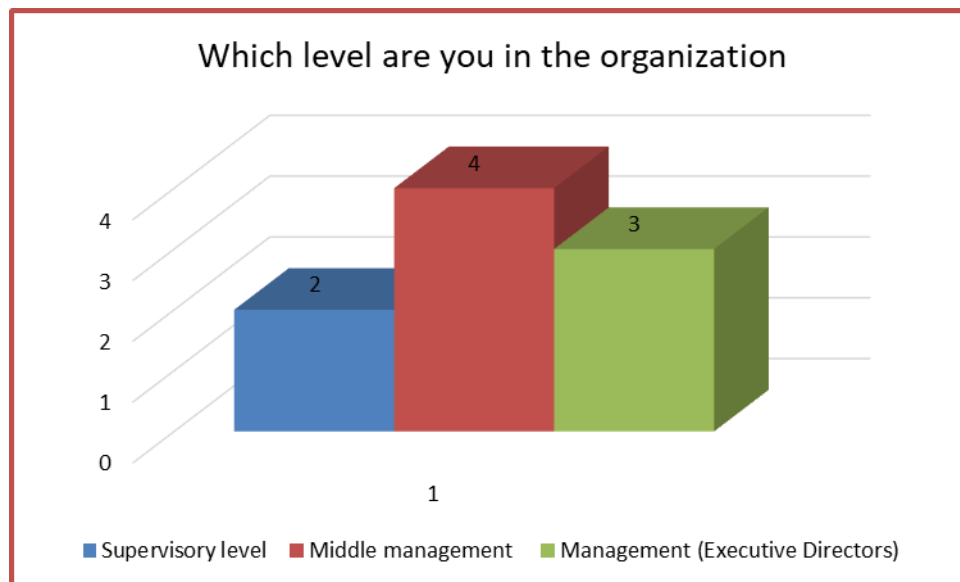


Figure 5.127: Position/level at work

Respondents fell into three categories with the highest four at middle management, three at management and two at supervisory level. Although four respondents represent middle management, during the time of customer care training attended, one respondent was at the supervisory level.

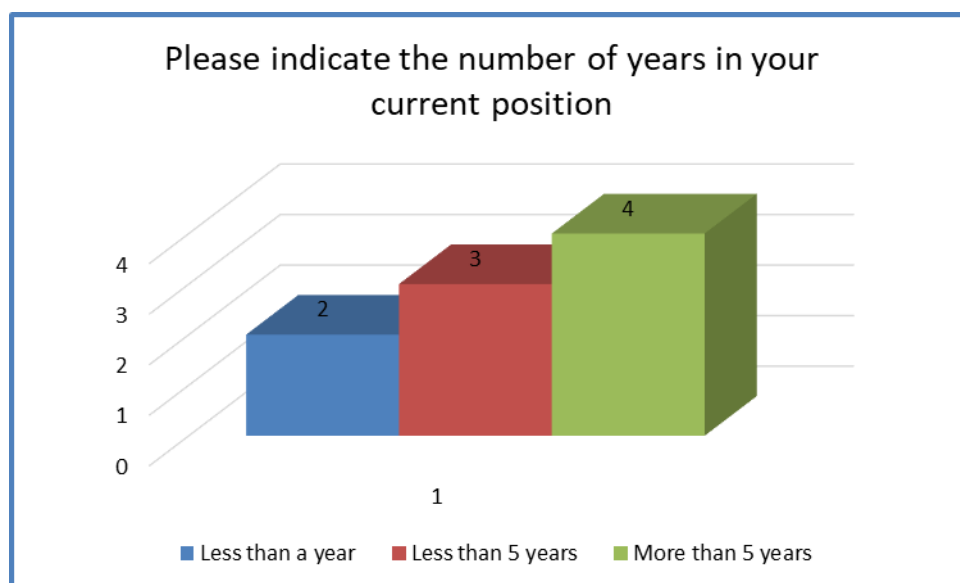


Figure 5.138: Number of years in the current position

Most of the respondents have been in the organisation for a longer period; thus, there is no doubt that they are in a better position to measure the failure or success of customer care training attended. The researcher felt that individuals in this group might also suggest where improvement is needed and what should be done. Those occupied positions less than a year were promoted internally.

5.4.2.2 Part B: Challenges encountered by MoVA employees

This section provided data on the challenges faced by MoVA employees from a supervisory perspective. Supervisors and managers work directly with subordinates who assist customers at different times. The data collected on challenges were useful to compare responses and see if there are any similarities or whether inferences can be made. This assisted the researcher in doing the final judgement and coming up with possible recommendations to assist MoVA staff in improving service delivery.

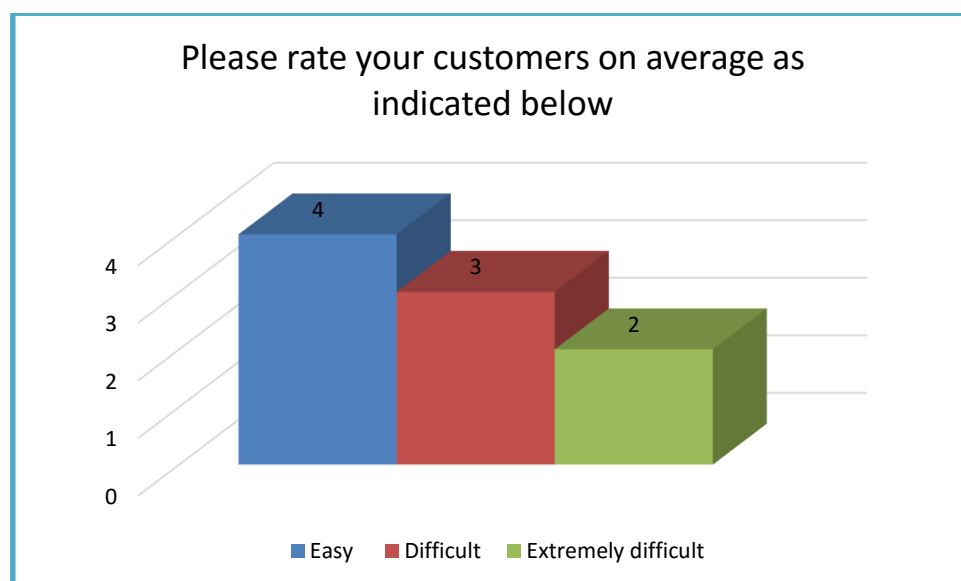


Figure 5.19: Customers rate

The type of customers that MoVA employees are dealing with was categorised from easy to extremely difficult. The results confirmed that some customers are difficult. There is a **correlation** in responses that MoVA clients are difficult as the majority of employees and supervisor groups rated customers difficult. This is an indication that indeed customer care training was crucial to assist MoVA employees in dealing with clients.



Figure 5. 20: Challenges faced by customers

The same question was asked to the employee group who are not at a supervisory level. The results from both groups confirmed that there is misinformation that contributes to several complaints. In addition, **aggressive and frustrated clients** can be a challenge if not handled well due to lack of information. The results also confirmed that lack of trust in young staff is not a challenge.

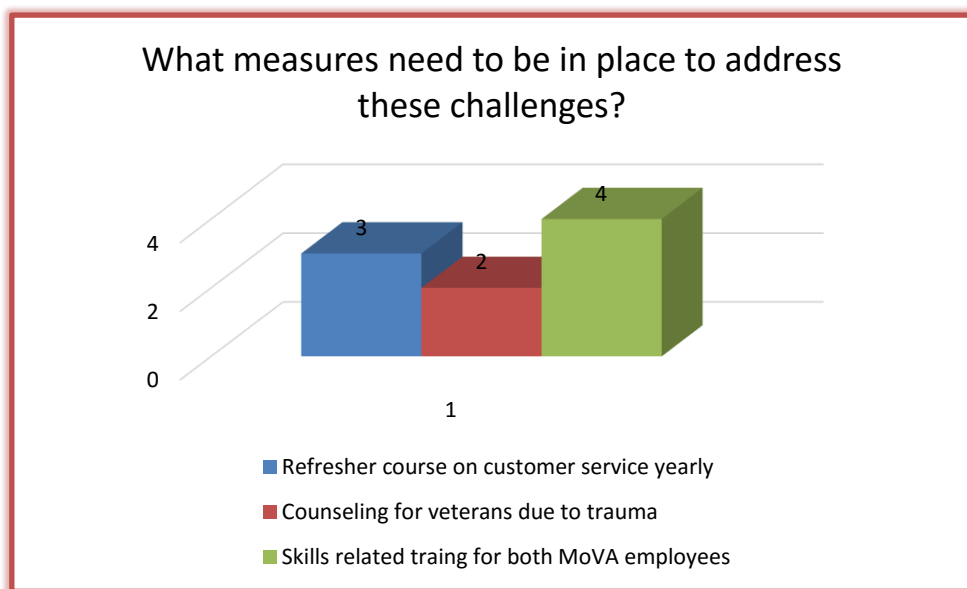


Figure 5. 21: Measures to address challenges

When comparing the results for **Figure 5.20** with **Figure 5.21**, both results confirmed that customers are not difficult to deal with due to trauma but rather as a result of misinformation that caused or contributed to other challenges. The graph presents the

scores of measures that need to be in place to address the challenges encountered by MoVA employees. The interesting part is that results confirmed that counselling for veterans due to trauma is not really a concern. Instead, MOVA should reorganise and ensure employees possess knowledge, skills and attitude that will minimise complaints and bring positive results in terms of service delivery.

5.4.2.3 Part C: Behaviours before and after attending customer care training?

The data collected under this section were crucial to confirm if learning and behavioural changes took place because of training attended. Employees' behaviour after attending training confirmed the success or failure of training. Supervisors' and managers' perceptions were that after training, employees should possess the right knowledge and skills and apply the right attitudes when dealing with customers to minimise customer complaints. The responses are discussed below:

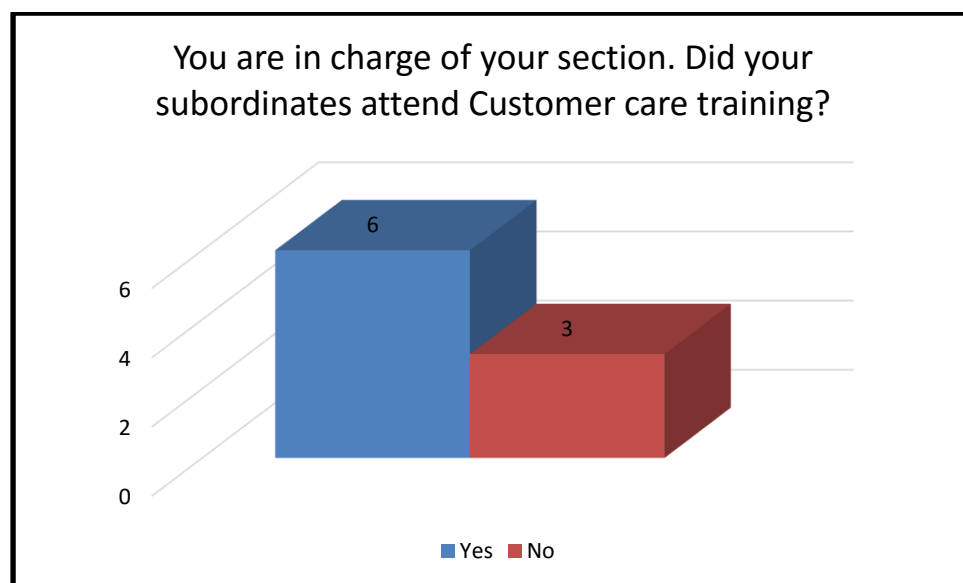


Figure 5.142: Training attendance by subordinates

Employees who are new in the organisation could not attend customer care training due to budgetary constraints. The training officer indicated that provision would be made for them to attend training during the financial year 2019/20. Results also confirmed that some subordinates did not attend training and will be sent for customer care training in due course to be on the same level of understanding with other MoVA employees.

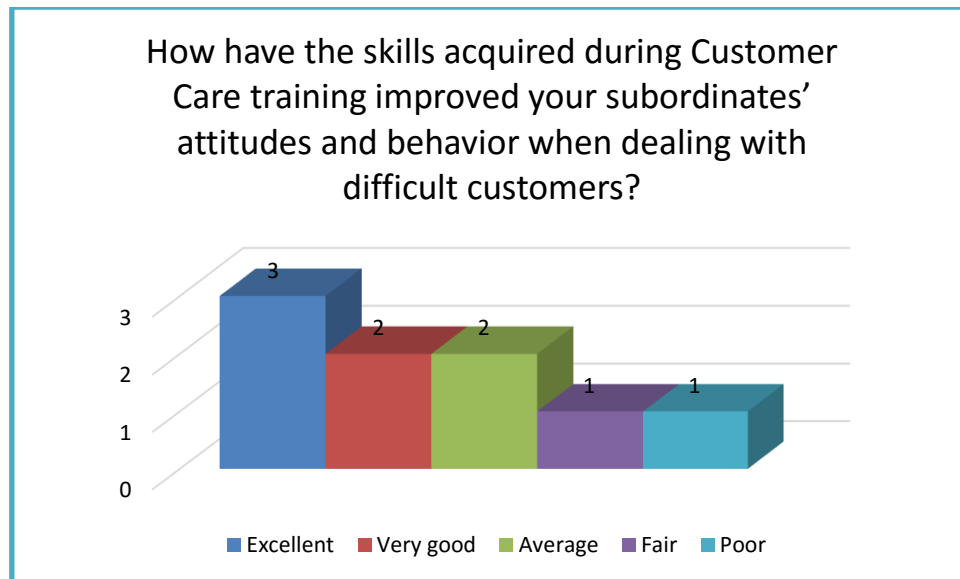


Figure 5.153: Attitudes and behaviour after training

Customer care training was introduced in MoVA with the expectation of improving individuals' behaviour after acquiring the necessary skills and attitudes. The question was asked to assess whether training brought the intended results. The researcher concluded that although there is a change in behaviour, it is not sufficient to make a meaningful impact on service delivery; hence, a bigger effort is needed for behavioural and attitude changes based on the above graph. The success of training depends on how well it is designed. Robbins, as cited by Kum *et al.* (2014:80), concurred by saying, 'if training is aligned with the goals, mission and objectives of the organisation, and supported by other employers and employees, training, development and education programmes are delivered the right way and at the right time. However, training should be provided in such a way that attracts participants' attention and serves its intended purpose.

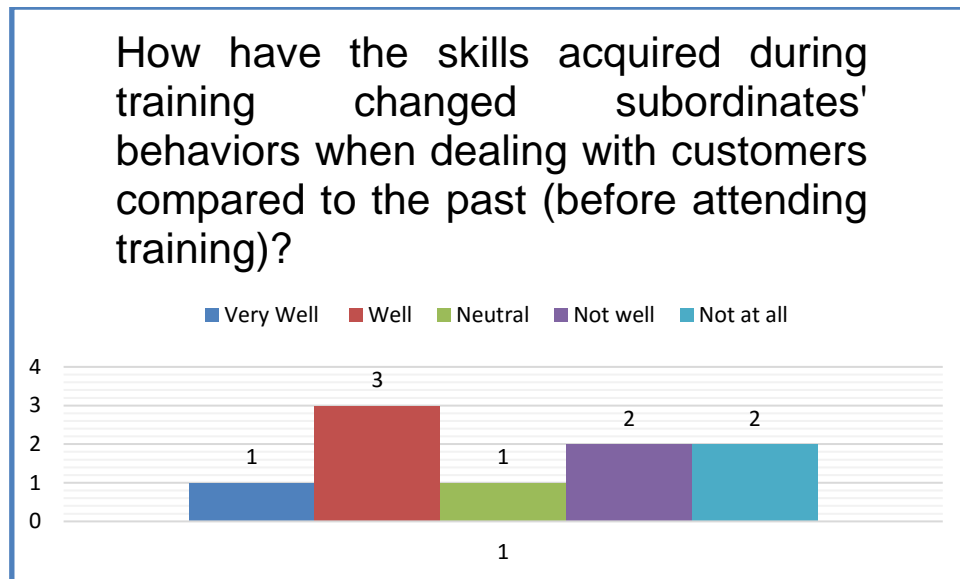


Figure 5.164: Subordinates' changes in behavior after training

It is crucial to conduct a pre-evaluation to assess participants' entry behaviour to evaluate training output against the entry behaviour. It will be easy to measure training results and whether it will influence institutional performance. Although there is a slight difference compared to the results from the employee group, it is normal to conclude that there was a gap in training provided that did not address all areas. It is recommended that in future, the training content should be analysed to ensure that it would address all areas of improvement. This will contribute to individual interest in training, minimise several complaints and assist employees in facing challenges encountered when dealing with customers.

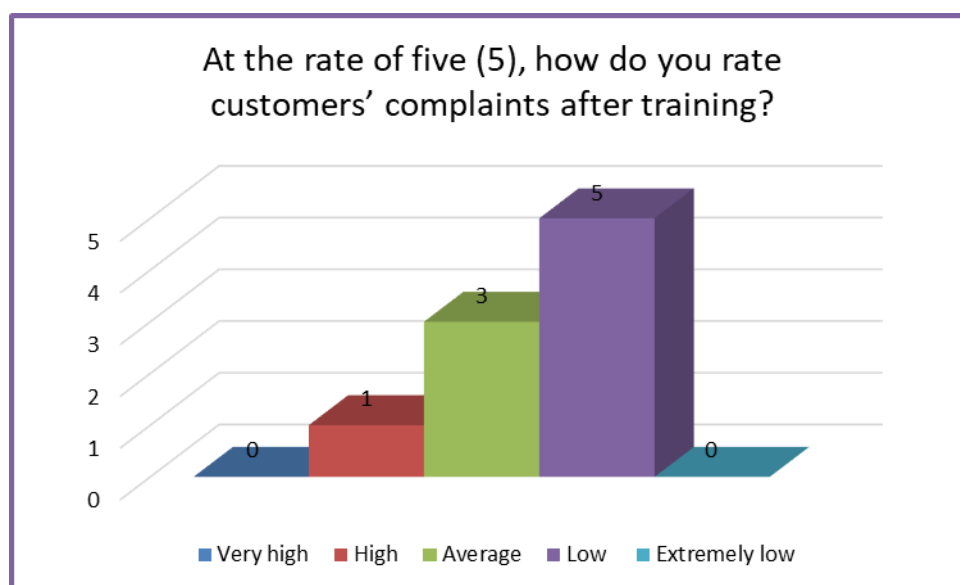


Figure 5.175: Customers' complaint rate

The results confirmed low customer complaints with 55%, although the figure is not significant enough

5.4.2.4 Part D: Customer care training

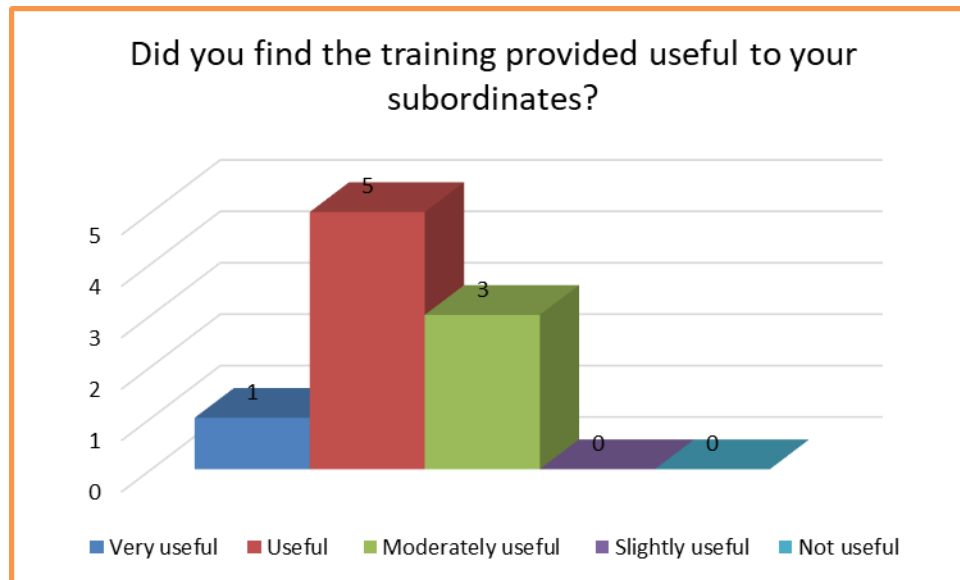


Figure 5.186: Usefulness of training

The usefulness of the training was rated as per the responses of management and are presented in the graph above. Interestingly, three respondents found the training moderately useful. Compared with employees' results on the same question, there is a similarity of training considered only moderately useful. Responses confirmed that although the training provided was useful, there is a slight gap in training content. Hence, supervisors and managers must consider reviewing the training content in future for better results.

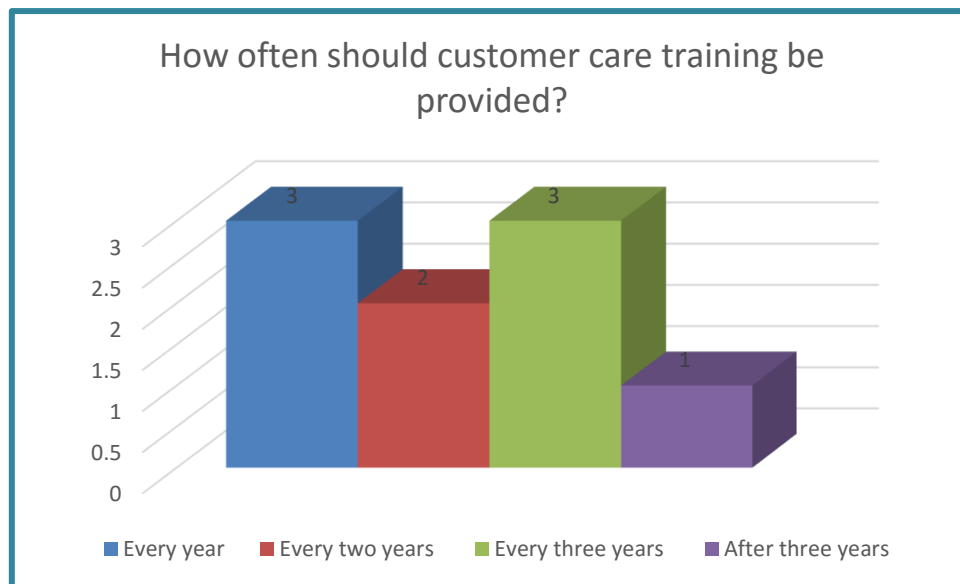


Figure 5.197: Frequency of training provision

The above graph plotted how often customer care training should be provided. The necessity of training is confirmed by both groups (employees and supervisors) with an every year category scored the highest. Both felt that training should be provided yearly or biennially. This led to the conclusion that most respondents felt the training was positive on all accounts.



Figure 5.28: Contribution of training to the working environment

The above pie chart presented the results of whether the training attended made the work easier for MoVA employees. 44% of respondents felt training did not make the work easier. The results indeed confirmed that training was not designed in such a way that it accommodates all participants, neither was training objectives fully met.

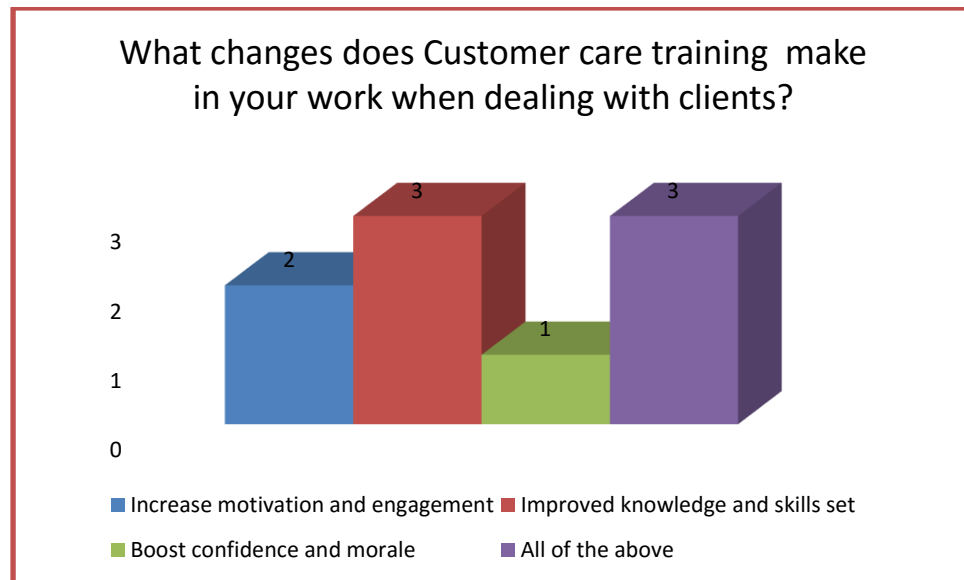


Figure 5.29: Changes brought by training

The categories of changes plotted in the above graph reflect changes brought by customer care training. In comparison with results from employees group, training did not boost confidence but rather improved knowledge and skills set. There is an indication that participants were not motivated as per their expectation if you compare the results from the two groups of respondents.

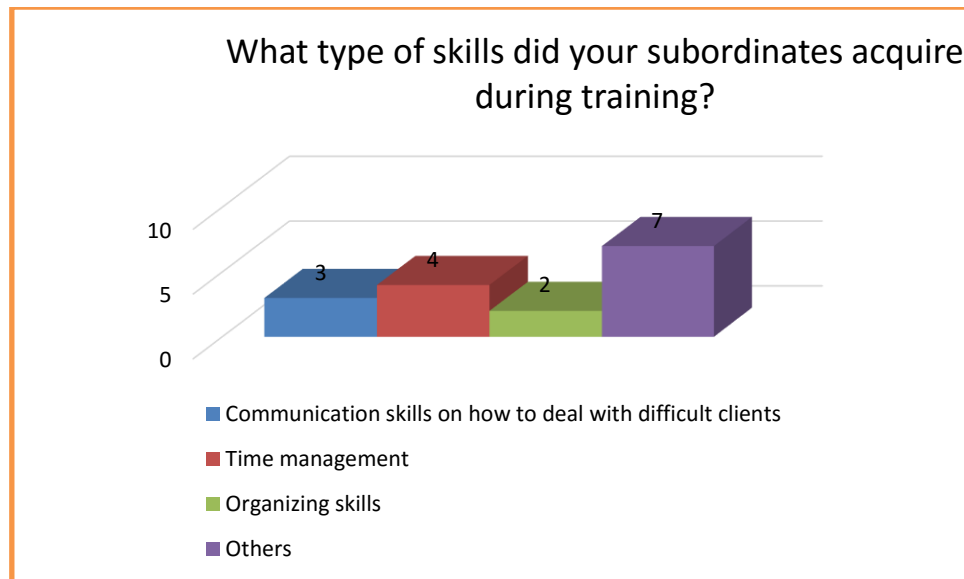


Figure 5.200: Skills acquired during training

Skills and attitudes are crucial when measuring the success of the training. Training should be able to provide participants with knowledge and skills that will contribute to changes in behaviour and practise the right attitudes. Categories of skills were identified to determine whether subordinates gained knowledge during training and whether such knowledge is transferred in the working environment. Although skills mentioned in the graph above were supposed to be acquired during training, some respondents felt that not all subordinates acquired the new skills, while some felt that, apart from the mentioned skills, there are additional skills acquired. Additional skills acquired from training as identified by respondents include, learning how to remain calm, patient and assertive when dealing with frustrated or aggressive customers.

In addition, respondents felt that staff members who have succeeded in treating customers better should be recognised and rewarded in different ways, e.g. awarding them with certificates to motivate them and any others.

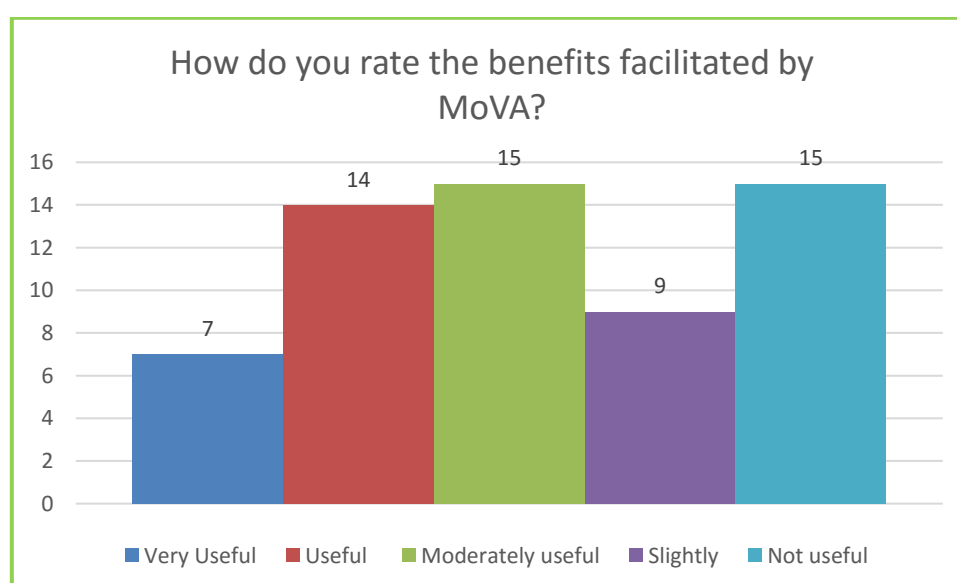
5.4.3 Veterans' questionnaire responses

Another category of respondents were the veterans who benefited in more than one programme or project facilitated by MoVA. The sample size of veterans consisted of 60 (of 81) participants, and their responses are presented below either in pie charts or graphs as per the questionnaires used. The researcher found it relevant to interpret the graphs for more clarification and to avoid ambiguity.

Table 5.1: Veterans programmes

Programmes	Veterans
Housing and resettlement	5, 8, 23, 55
Individual Veterans Project	1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 23, 24, 26, 29, 30, 32, 33, 34, 37, 39, 40, 42, 43, 45, 46, 47, 48, 51, 52, 53, 55, 57, 58, 59, 60
Monthly Grant	3, 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 18, 19, 20, 20, 21, 22, 23, 25, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 44, 45, 26, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60
Medical Assistance	2, 5, 8, 14, 17, 23, 25, 26, 27, 28, 38, 42, 47, 49, 55, 56, 56, 60
Educational Grant	1, 4, 7, 9, 10, 12, 13, 14, 15, 16, 21, 22, 24, 27, 28, 31, 35, 36, 41, 43, 44, 48, 49, 50, 51, 54

Information provided in the above table was relevant to show that veterans who participated in the study benefited from different projects facilitated by MoVA. The housing and resettlement programme has the fewest because only severely disabled veterans or veterans with medical conditions qualified to benefit from this programme. In addition, it is not an entitlement benefit (meaning not all veterans can automatically qualify for this type of benefit but veterans should be vetted and met some requirements). The medical assistance also has few beneficiaries as not everyone can be assisted in this programme or not everyone is sick.

**Figure 5.211: Usefulness of benefits**

Being (dis)satisfied with the benefits one receives contributes to attitude and level of frustration, which leads to complaints. In an attempt to determine the frustration levels (and thus how difficult customers are to manage), the question of the usefulness of the benefits from the MoVA, was asked and results are shown in the graph above. The majority felt that the benefits are moderately useful to not useful. The researcher concluded that the dissatisfaction with benefits have also contributed to veterans' complaints and frustration. Based on the results, the researcher felt that veterans' benefits should be reviewed and aligned in accordance with their needs to avoid frustration and complaints in future.

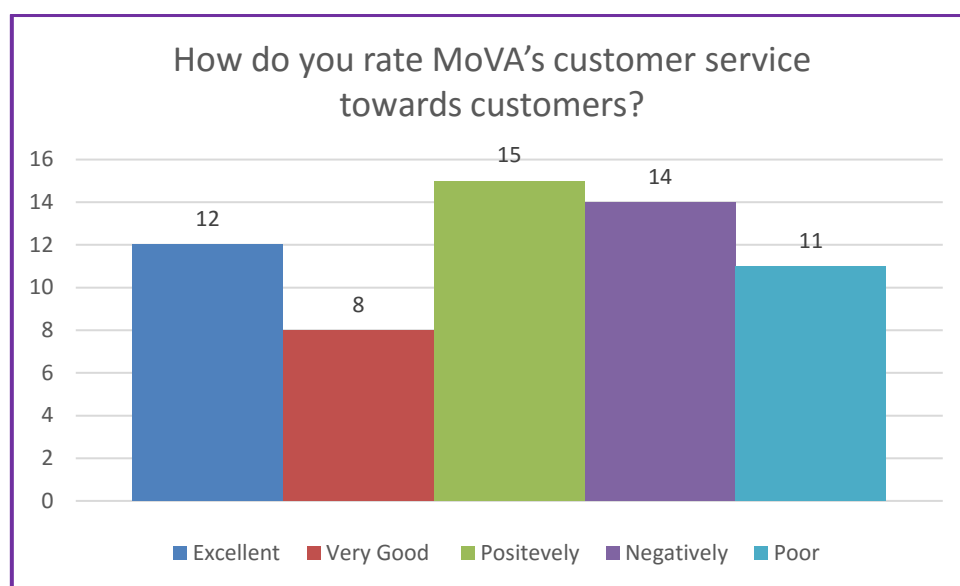


Figure 5.32: Customer service rate towards clients

The graph above plots the experience of MoVA's beneficiaries regarding the customer service they received. 58% of all beneficiaries surveyed, did not have a negative response, only 25 beneficiaries rated the service negative response which makes the service a success. Results confirmed that improvement still required for the MoVA service to be very good and striving for excellence.

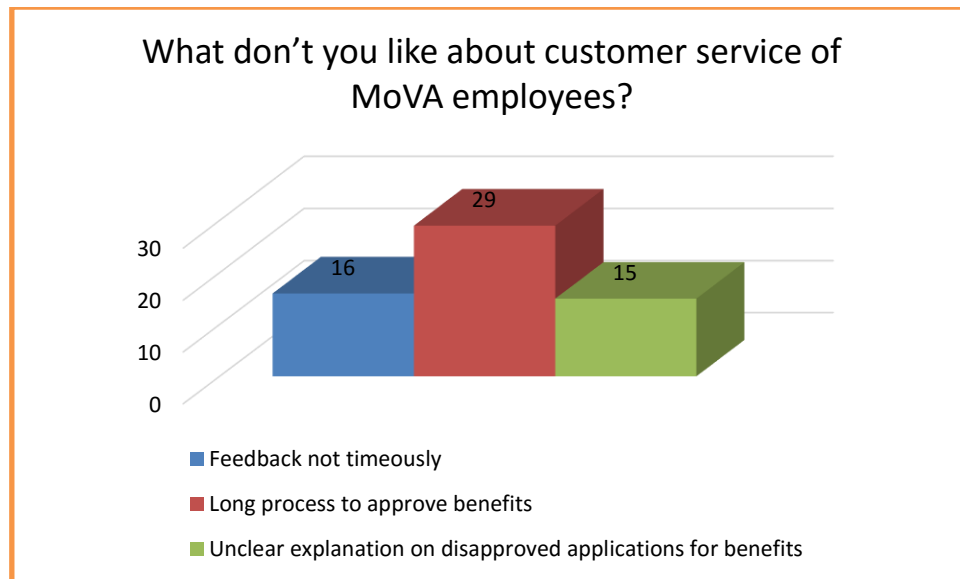


Figure 5.33: Do not like about customer service of MoVA

The above graph plotted the responses from veterans. The results indicated that the explanation on unapproved applications for veterans' benefits is not clear enough. In addition, veterans do not get feedback on time that also contributes to several complaints and frustration.

But long process to approve benefits is the most critical issue, 48% out of all beneficiaries surveyed confirmed that as it scored the highest among all compared to other categories plotted in the graph. This formed part of factors that contributed to reports of poor service delivery of the MoVA and complaints that necessitated customer care training to all institutional employees.

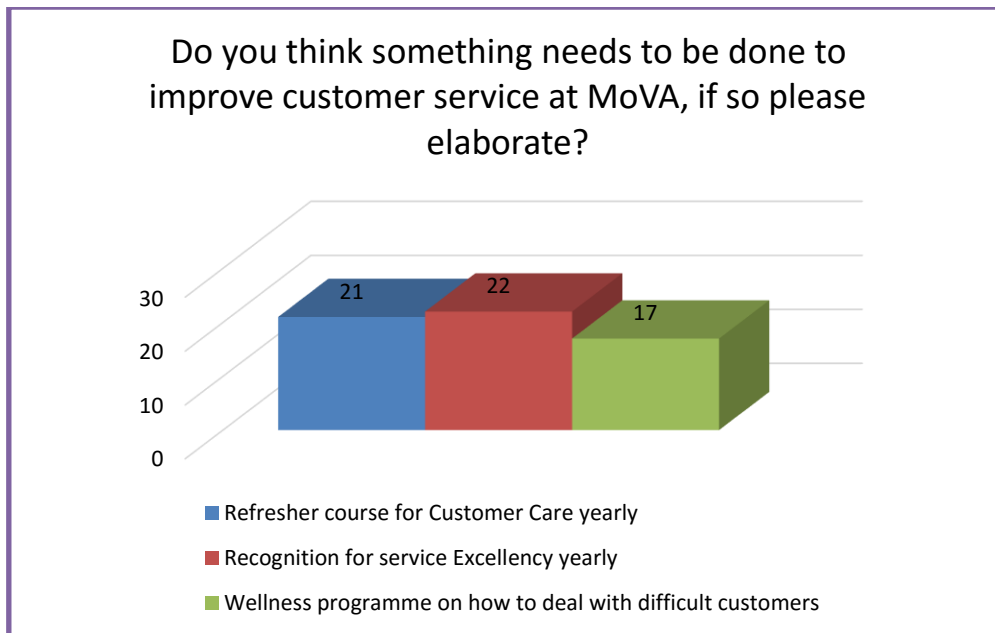


Figure 5.224: Suggested changes to improve service

Results in this figure confirmed that customer service training did not address all the expectations; hence, something should be done to improve service delivery at the MoVA. Respondents felt that the annual recognition for service excellence and refresher course for customer care are needed to improve the service – these categories scored relatively equal with 22 and 21 respondents choosing them., a wellness programme on how to deal with difficult customers scored least (17 respondents) compared to others. The votes for wellness programme on how to deal with difficult clients confirmed that veterans also agreed that some of them are difficult to deal with necessitated stress relief measures.

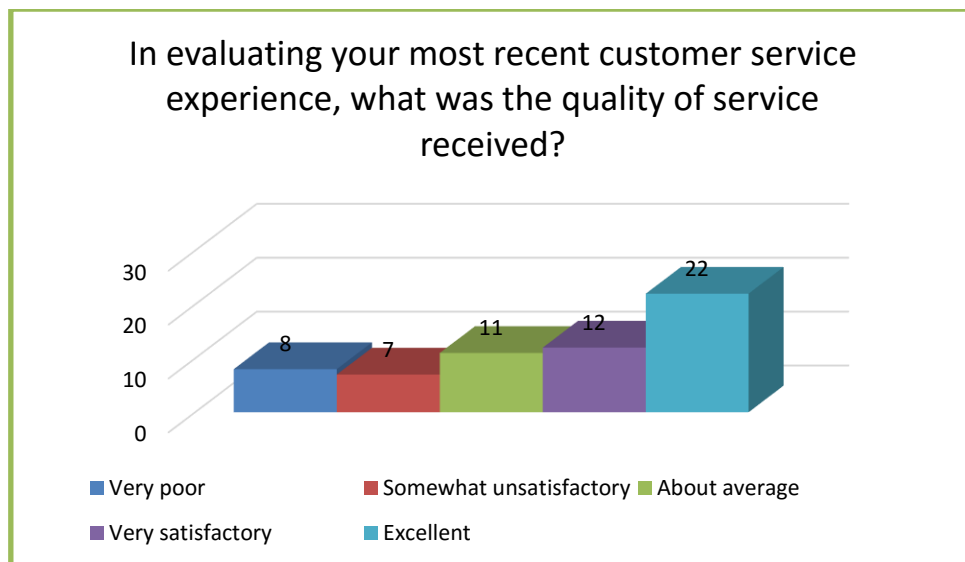


Figure 5.35: Customer service evaluation

The recent customer service experience was rated as per the above graph. Although the results confirmed the recent customer service to be satisfactory, there still is a need for improvement if you look at the number of selections of the **very poor** (blue) and **somewhat unsatisfactory** (red) categories. The question remained what else needs to be done to improve the results of the bottom two categories. As an institutional, it is best to have service rated superb. Thus, based on its threshold percentages, the institution at large should explore different means that will elevate its service delivery much better for future purposes.

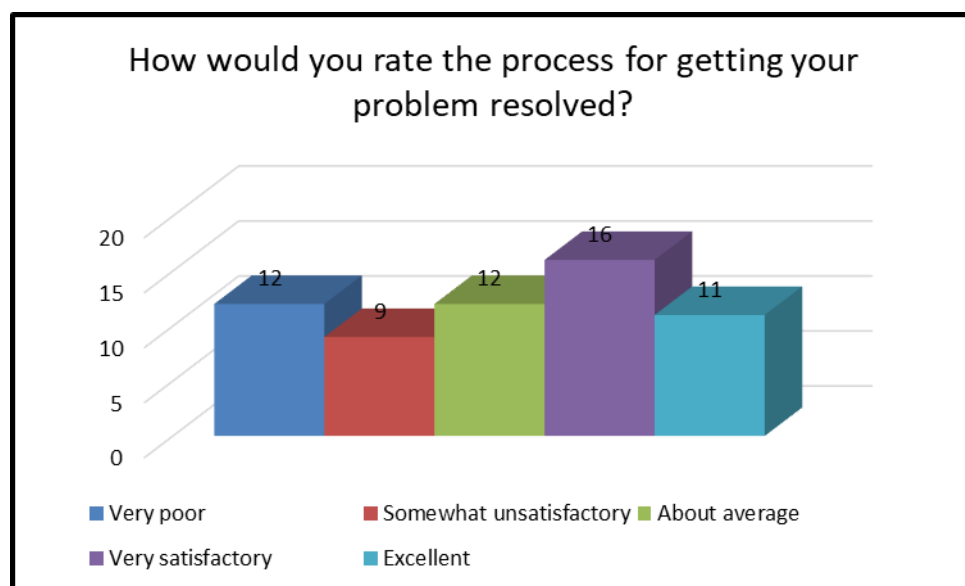


Figure 5.36: Process rate of problem-solving

Some veterans felt their satisfaction with how their problem solved and rated it very satisfactory, the graph above plotted the responses. These results confirmed that the quality of service in MoVA, if compared with **Figure 5.35, is average**. MoVA needs to re-assess the process of problem-solving and satisfy their customers as per the mandate. Indeed the conclusion is drawn based on the results that the process of problem-solving also contributed to poor service delivery in MoVA.

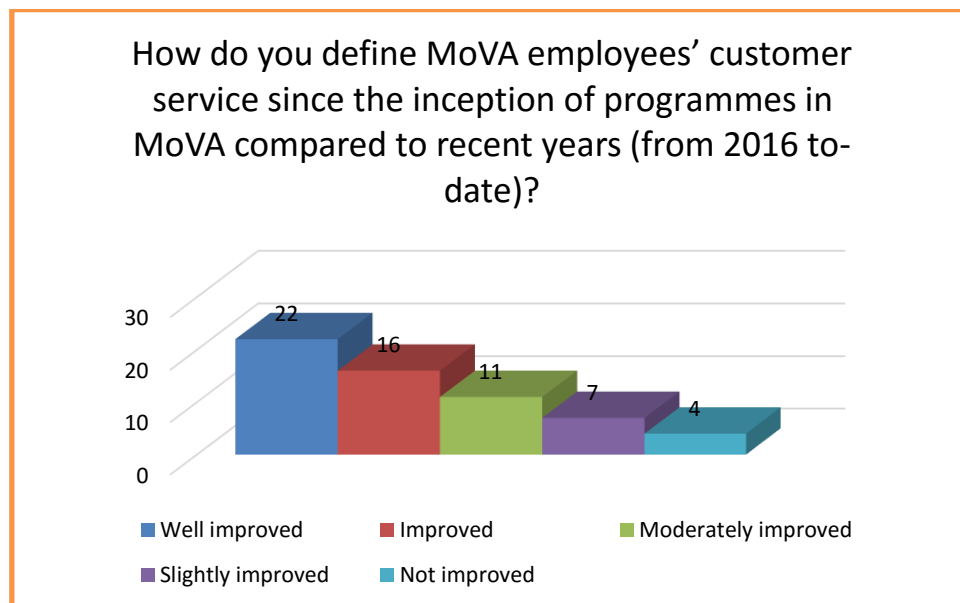


Figure 5.37: Changes before and after training

The above graph plotted the improved rate of customer service from 2016 to-date against the previous years. The results confirmed customer service superb from year 2016 since 82% of veterans surveyed rated positively. However, 18% of respondents surveyed rated it negative (slightly to not improved). The point of concern remains that there are still customers who are not happy with the service rendered and make it difficult to minimise complaints in MoVA and for the service to be rated excellent. Thus it is essential for the institution to explore other factors that might contribute to the rating of service bad and improve where it is required.

5.4.3.1 Would you like to say anything that may improve or contribute to better customer service in MoVA?

After completion of all questionnaires, veterans were asked to give their views on what could be done to improve or contribute to improve customer service in MoVA as their last question. Poor customer service in MoVA necessitated customer care training due

to several complaints from MoVA customers. The training was provided to all MoVA employees at skilled and supervisory level. Therefore, MoVA at large were hoping for changes after training attended. Thus, this question was asked to assist the researcher during the analysis of data gathered and to make the final judgement on how to improve MoVA service delivery. The responses varied from person to person, as discussed below.

- Another factor that should be considered is using different media platforms as a means of communication to share information, and this should be done timeously. Different media enables all veterans to receive messages intended for them on time.
- Continuous capacity building for employees at MoVA and attending skills-related awareness campaigns to upgrade their skills will address the challenges that hinder the quality of the service rendered by the institution.
- Timely processing of projects is vital. The individual veterans' projects process takes too long to process. It needs to be reviewed to see how it can be shortened if possible. Speeding up the process of approving benefits while veterans can work will minimise frustration.
- Funds should be readily available so that veterans can get their funds on time. The current situation of issuing approval letters to beneficiaries confirming approval of their benefits while awaiting funds is very confusing. Veterans felt the MoVA should wait until there are funds, and only then communicate with their customers.
- Regional offices should have all the information available rather than continually referring customers to the head office, which is very far. Regular meetings with veterans are essential to hear from veterans what their needs are and what needs to be done to improve the services to them. Furthermore, officials should consider attending to customers' requests or complaints on time.
- Refresher courses are always a necessity for improvement and excellence.
- Employees need thorough training to be in a position to understand the background of veterans and the trauma that veterans went through.
- Recognition for service excellence should be instituted as it motivates employees to work harder.

- Any changes concerning veterans' benefits should be communicated to them on time.
- The Veterans Association should work together with the Veterans Board to accommodate their requests, as most of the veterans are old and need to benefits while they are alive. Every annual budget should include payments of veterans' benefits. Disabled veterans should be prioritised and benefit in programmes and projects that are running or be compensated an amount equivalent to the benefits. The monthly grant needs to increase based on the inflation rate.
- Verification of veterans should be held at councillor constituency offices to avoid the mismatch at the regional office.

5.5 DESKTOP STUDY

The researcher accessed individuals files to compare information collected during the study. During this process a training report was also requested from the Training officer but was not provided. Additionally, the results gathered through the desktop study confirmed that employees were grouped based on level or position occupied at work without considering the qualification possessed by individual participants. However, the results did not confirm whether training was designed as per the need identified since there was no record or report provided by the institution. The researcher felt that the level of education also matters; hence, employees with better qualification, e.g. a bachelors degree should have been grouped differently from those who possess only a grade 12 certificate.

5.6 SUMMARY

This chapter presented the data from questionnaires that were distributed to three categories of the sampled population. The data collected were presented in the form of graphs and pie charts with a brief explanation to give meaning to the reader.

The last chapter of this report will focus on the findings from the research, the recommendations based on the findings and concluding remarks of this study.

6 SUMMARY OF CHAPTERS, FINDINGS, RECOMMENDATION AND CONCLUDING REMARKS

6.1 INTRODUCTION

The conclusions of this study and outcomes of the research objectives are discussed in this chapter. Additionally, findings, recommendations and concluding remarks are highlighted to give a better understanding to the readers. This will provide a possible solution to the research question and enable MoVA to improve challenges concerning customer service. Kirkpatrick's taxonomy of training guided the researcher in determining the focus of customer care training attended by MoVA employees and whether it influenced organisational performance.

Different authors (Erasmus, Loedolff, Mda & Nel *et al*, 2015.) emphasised that a number of factors should be present to ensure that training can be regarded as successful. Before commencing with training, a need or a problem should be identified (through a training needs assessment) to guide the design of training content. Once a need is identified, a pre-evaluation must be conducted to assess the entry behaviour of training participants. An evaluator should also conduct a post-evaluation after training was attended to measure the success of training by comparing pre-evaluation against post-evaluation results. Also, when evaluating the success of training the results of Kirkpatrick's level 1 should be positive before assessing the next level.

Botha, Kiley and Truman (2009: 269) stated that Kirkpatrick's model has a range of foci determining the success of training. This focus ranges from whether the learners liked the learning programme attended; whether there are changes in the level of knowledge, skills, attitudes and behaviour of attendees; whether knowledge, skills, attitudes and behaviour acquired by attendees are transferred to the workplace; and whether the training provided had an exact impact on the performance of an organisation.

Thus the study used the Kirkpatrick model to evaluate the success of customer care training attended by MoVA employees, and whether training influenced the institutional performance. The findings and recommendations of this study are explicated in this regards.

6.2 SUMMARY OF THE CHAPTERS

The complete study was arranged into six chapters:

Chapter 1 established the short introduction with the background and rationale to the study that focused on the Namibian government division, the problem statement with the relevant research question. Research objectives and research design and methodology also formed part of this chapter. The chapter narrated how the problem (poor service delivery in MoVA) of the study was identified and how the researcher planned to undertake the study.

Chapter 2 outlined the theoretical framework of evaluating training and development towards performance. The chapter provided definitions and key theoretical clarifications on the following concepts: performance management, training and development, skills development and evaluation. It further detailed factors that necessitate training and development in any organisation. Different types of training, purposes and benefits of training and development on individual performance were discussed. The theoretical framework (Kirkpatrick's model) aligned with this study and forms part of the section where Kirkpatrick's levels are discussed.

Chapter 3 discussed the legislative framework guiding training and development in Namibia. The Namibian Constitution, Public Service Act, Labour Act, NQA Act, NIPAM Act and HRDPF formed part of the discussed legislation in chapter 3. All OMAs should comply with the mentioned legislation when providing training and skills development in their respective institutions.

Chapter 4 provided the background of the Ministry of Veterans Affairs (MoVA). The chapter started with an overview of training in the Namibian public sector followed by a discussion on the background of MoVA. The ministerial role players and their roles were also highlighted. Other points of discussion include policies guiding the institution as an indication that the ministry is not operating in a vacuum. Training and development in MoVA, with an emphasis on statistics that took place since the 2012/13 financial year, formed the last part of the chapter before the summary.

Chapter 5 is based on the methodology, data presentation and results. The chapter emphasised the strategy used for data collection and analysis, including population and sampling methods and size. The mixed-method was used in this chapter with graphical presentation to give a better meaning to the explanations. Semi-structured questionnaires were circulated to MoVA employees to answer. The answers were scrutinised and interpreted to gather information concerning the success of customer care training. Questionnaires were distributed to veterans, and the researcher was accessible for clarification to respondents if so required.

Additionally, telephonic interviews were conducted as a follow-up with the employees and supervisor group on data that required clarification or to avoid ambiguity. Information gathered from individual files were also provided to contribute to the study evaluation.

Questionnaires were divided into three groups as per the respondent's categories:

- Employees – the questionnaire consisted of part A for demographic information, part B regarding challenges encountered by MoVA employees, part C for behaviours before and after attending customer care training, while part D, which was the last part of the questionnaire, was about the customer care training.
- Supervisors and management – the questionnaire also had four parts, as indicated above (in the employee's questionnaire).
- Veterans' questionnaire – this questionnaire was not divided into sections like the others, as there was no need for general information as the group was identified based on their uniqueness (age category and type of benefits they received from the MoVA).

The final chapter, Chapter 6, summarises the findings and provides recommendations for the MoVA to improve their customer service.

6.3 REALISING STUDY OBJECTIVES

Below are the findings of the study with each research objectives:

Objective one: To discuss the theoretical framework, specifically training and development, to determine the requirement for success.

This objective was essential to unpack the theory on different concepts (training and development, training evaluation and skills development) before putting it into practice during data interpretation. It also helped the researcher to align evaluation levels with data collected during data interpretation and to see whether customer care training brought the intended results or not.

In attaining this objective, Chapter 2 concentrated on defining and provided a broad overview of the concepts. Performance management, training and development, skills development and evaluation were the main concepts addressed in this chapter with their relation to training. Furthermore, their necessity and benefits regarding training were covered during the discussion. The benefits of training evaluation with the four levels of training evaluation are discussed in detail to indicate the right procedures in evaluating training.

Objective two: To investigate the challenges encountered by MoVA employees concerning customer care training.

This objective was formulated to confirm if indeed, employees faced challenges when dealing with customers and what the challenges were that they faced. The findings confirmed that challenges faced by employees include: ill-informed customers, poor perception from customers, and aggressive and frustrated clients due to the process and procedures in administering customers' benefits. These challenges contributed to poor service delivery in MoVA as employees were not capacitated with the necessary skills to handle and address the challenges encountered.

This objective was covered in Chapter 5 through the questionnaires' responses. Questionnaires were distributed to get responses from respondents and analysed responses were interpreted into graphs. Also part of chapter 6 under findings, this objective was addressed by indicating that inadequate funding to process beneficiaries' benefits contributed to customers' frustration.

Objective three: To investigate the views of the MoVA's stakeholders on the outcomes of the customer care training provided since 2012.

The objective was formulated to confirm whether customer care training brought the intended results. Results are the outputs from the inputs. Results can be confirmed based on the impact of training, and in this study, the findings confirmed that customer service improved slightly (**Figures 5.35 and 5.37**) after training provision, although much still needs to be done, **Figure 5.34**.

Chapter 5 and 6 covered this objective. The study collected data from respondents (veterans) through questionnaires. Veterans rated the MoVA's customer service on a scale before and after training provided and responses were interpreted as per the information gathered during the study.

Objective four: To compare employees behaviour before training with their behaviour after attending the customer care training.

The main problem identified and that necessitated this study, was poor service delivery in MoVA, which resulted in customer care training provided to MoVA employees since the financial year 2012. It was essential to assess how well training attained its goals to evaluate whether learning took place during training. Based on **level 3** of Kirkpatrick's evaluation levels, behaviour measures should be completed and the results should be positive. **Figure 5.9, 5.23, 5.24** confirmed behavioural change; thus the results were measurable. The purpose of customer care training was to change employees' behaviour when dealing with customers. The behavioural and attitude changes questions were asked to determine whether learning took place or not. Results also confirmed that learning took place and customer care training should be provided annually or biennially in future to have a significant changed behaviour and employees who did not attend training should be sent for training.

Supervisors and managers assessed employees' behaviour based on the several complaints after training provided against complaints before the training attended as per **Figure 5.25** as well as, by observing subordinates when dealing with customers after attending training. The results confirmed a slight change in

behaviour and attitudes (**Figures 5.23, 24 & 25**). Other factors, such as motivation and confidence still need to be instilled in employees to ensure service excellence in MoVA and meet MoVA's expectation.

Objective five: To investigate whether or not the customer care training improved the behaviour of the MoVA employees based on the several complaints and suggestions from different stakeholders.

Based on **level 4** of Kirkpatrick's levels of evaluation (results), these are outputs from the inputs (the outcome of training and whether training results influenced service delivery at the MoVA). In this case, the skills acquired during training are inputs and employees' behaviours and performance after training are the outputs. Although there is a slight change in behaviour and improved service delivery, much still needs to be done (see **Figure 5.35**). This objective was achieved based on the responses from the questionnaires. After a thorough analysis of responses from all respondents, the final judgement was made that determined the success or failure of the customer care training based on changes in behaviour and improved service delivery in the MoVA at large.

6.4 MAIN FINDINGS OF THE STUDY

The findings were analysed in line with Kirkpatrick's model to assess whether training had an impact on MoVA employees' performance. When conducting training evaluation, it is essential to comply with Kirkpatrick's levels of evaluation. These levels will assist in confirming whether training was useful or not. However, the first level should be completed before the next level, and results should be positive; otherwise, the next level's results are automatically negative.

Whenever evaluating training, the evaluation process should begin with determining training needs (Noe, 2010:199). This process will help to identify what knowledge, skills, behaviour and attitudes are needed. Furthermore, the process will determine the purpose of training, resources required to conduct training and the results that will confirm whether training was useful or not.

The reaction level, which is the first level of Kirkpatrick's model, measured whether training participants enjoyed the training and whether it was job-related. Learning level

determined whether learning took place based on the change in knowledge (whether participants acquired some new knowledge during training). The third level is behaviour that refers to whether there is any change in behaviour based on knowledge acquired. The last level is results which refers to the outcome of training where changes are noticeable as a result of successful training.

Thus, the following findings are presented based on results from the study, as analysed in terms of Kirkpatrick's model:

- The results confirmed that there was a need identified by MoVA management based on complaints received from customers that necessitated the provision of customer care training. The problem identified was poor service delivery in MOVA since the establishment of the ministry. Different authors (Noe, Botha, Kiley and others) stated that one should identify the problem or a need before providing training. Based on the problem identified, training should be designed as per the needs assessment results.
- Customer care training was identified by MoVA management as a possible solution to respond to a need or problem of poor service delivery in MoVA (as discussed under chapter one). The training was designed in this regard to address the situation and see whether it will bring the intended results. However, the results did not confirm whether training was design as per the need identified. Rather, the results gathered through the desktop study confirmed that employees were grouped based on level or position occupied at work without considering the qualification possessed by individual participants.
- Employees' perception (reaction) towards training was positive. The attendees confirmed this as employees did not refuse to attend training, assuming that training will be useful to them. However, the grouping of employees based on their levels or positions (e.g. skilled or supervisory) occupied at work without considering their level of education is inappropriate. The researcher felt that the level of education also matters; hence, employees with better qualification, e.g. a bachelors degree should

have been grouped differently from those who possess only a grade 12 certificate.

- Noe (2010:203) stated that skills transfer is usually determined by observation. MoVA's supervisors and managers observed behaviour changes of their subordinates as per the results in Figure 5.23 and 5.24. The mentioned figures confirmed slight behaviour changes in employees after attending customer care training compared to the past. According to Kirkpatrick's level 3, knowledge, skills and attitudes acquired during training should be transferred to the workplace and should be observable. The researcher concludes that there is a gap in behavioural changes as not all employees showed positive results.
- The most important but difficult level to measure is the evaluation of results to see whether it influenced institutional performance (Botha, Kiley & Truman, 2009). Results confirmed a slight change in complaints from MoVA customers as per Figure 5.24. Basarab and Root (2001:12) stated that for an evaluation of results to be conducted and be appropriate, **two conditions** must be met; *level three evaluation must be completed, and results should be positive*. Since, there is no record for complaints registered before training to measure against complaints received after training attended. This made it difficult for the researcher to determine whether training had the desired impact. Rather, the results confirmed that customer care training attended by MoVA employees improve employees' knowledge, behaviour and attitudes when dealing with customers.
- Learning is measured by changes in knowledge, skills and attitudes. Different authors argue that learning does not take place in the absence of motivation. Any driving force that enable an individual to perform better is regarded as a motivating factor. However, motivation can be intrinsic or extrinsic. Factors such as rewarding and recognition (extrinsic motivation) of employees for their best performance should be in place to motivate employees in a working environment. This does not rule out that employees should also be willingly

(intrinsically motivated) to perform tasks. Although the findings confirmed that learning took place, motivation in terms of rewarding and recognition should be regarded as crucial for employees dealing with clients (as per the responses under 5.4.3.1). Based on this finding, the researcher felt something should be done to have positive results with a higher number.

- Pre- and post-training evaluation is essential to compare and analyse results against each other. After accessing employees' individual files for training, there was no record of a pre-evaluation. This confirmed that no pre-evaluation was conducted. The report could have highlighted the crucial areas that should be considered during training.
- The **training evaluation results** confirmed that training content did not address all the expectation of MoVA employees. Based on the results, the conclusion is drawn that the content was not analysed before training took place to ensure that it will address employees' needs or expectation. Rather content was more specifically focused on communication skills. Training did not boost the morale or confidence of employees to have a significant influence on performance or service delivery.
- The supervisors and managers felt that any skills training to be provided should include areas identified by employees and agreed to by their supervisors in consultation with the institutional Learning and Development Officer. This will narrow the gap in training content and ensure employees' expectation of training is fully met.
- The results also confirmed that customer care training should be provided biennially to accommodate all employees and refresh employees to maintain quality service in MoVA.

Other findings that came out during the study conducted includes:

- The current process used by the MoVA for granting benefits to beneficiaries is very slow. Thus, proper planning and better time management skills were identified as a need for customer care training to address poor planning to minimise complaints. There is a reduction in customers' complaints compared

to the past before training was attended to, as per the results in **Figure 5.24 & Figure 5.25**.

- The findings also confirmed other factors that contribute to poor service delivery in MoVA included inadequate availability of funds for veterans' benefits. The results have indicated that veterans have been receiving approval letters for IVPs, even though there are no funds available. The issuing of approval letters without fund frustrated customers as it gave them hope that takes time to materialise.
- Clients (veterans) felt continuous capacity building for employees at the MoVA and attending skills training will address the challenges that hinder quality services rendered by the institution.
- Clients also felt that the beneficiaries' monthly grant should be increased based on the inflation rate.

6.5 RECOMMENDATIONS

The purpose of these recommendations is to assist the Ministry of Veterans Affairs in improving its service delivery through the provision of skills training and by ensuring customer satisfaction as per the institutional mandate. Recommendations are provided based on the levels of Kirkpatrick's evaluation model that was used to analyse the findings. The success of customer care training may only materialise and influence institutional performance if the following recommendations are considered as per the findings of this study. Thus, after critical analysis, the researcher is strongly recommending the following based on the findings from the responses gathered during this study:

- Complaints received from clients should be recorded and kept for referral purposes. This will enable researchers to quantify their data when a need arises. Additionally, it will be easy for an institution if they want to measure a reduction or increase in the number of complaints.
- The training committee, with the assistance of the supervisors, should conduct pre-training evaluation before sending employees for training. The training content will be designed based on the results of pre-evaluation. Thus, participants' reaction and learning levels will depend on how well the training is designed.

- Learning does not take place in the absence of motivation; therefore, different factors that encourage employees to attend training should be in place. Additionally, the grouping of employees for training purposes should consider their level of education to avoid discouraging them.
- Skills training is essential for any organisation and individuals as it improves performance and motivates individuals involved. All new MoVA employees who did not attend skills training should undergo skills training to improve service delivery and customers satisfaction. Motivational skills and any other skills that might be helpful to MoVA at large, to improve service delivery were outlined in **Figures 5.21 and discussed under section 5.4.3.1**
- Customer care training is essential as it motivates employees and changes their behaviour when dealing with difficult customers, provided that the content is revised and includes all crucial areas. Thus, such training should be offered biennially to refresh their minds as per the responses plotted in **Figures 5.11 and Figure 5.27**. This will contribute to employees' behavioural change, as per Kirkpatrick's model level 3, resulting in improved service delivery in MoVA and complaints minimised.
- Training should be provided either once a year or biennially to improve the rate of service delivery and bring it at a better level compared to the current rate, as plotted in **Figure 5.35 and Figure 5.37**. The research strongly recommends that in future, the training content should be analysed before commencement to accommodate employees' expectation or needs. Training content should accommodate all aspects based on the pre-evaluation results as well as by accessing employees' personal development plan in their performance agreement with the assistance of immediate supervisors, as shown in figures 5.10, 5.13 & 5.29.
- In future, MoVA should measure and record employees' entry behaviour before training. This will assist MoVA to get the best result when comparing entry behaviours against behaviour after attended training. Although supervisors and managers acknowledge changes in behaviour after training attended, it is quite difficult to quantify the reduction in percentages as there are no figures recorded.

- Employees' performance is guided by several factors, recognition and rewarding being part of them. The researcher felt it important for MoVA to consider rewarding its employees on their excellent performance annually as a way of motivation. This will motivate employees to work harder and deliver their best. Data collected under 5.4.3.1 confirmed the necessity of recognition and reward in an institution like MoVA.
- Wellness programmes and refresher courses relieve stress in different ways. The MoVA should consider introducing wellness programme where employees may discuss challenges they are facing at work and relieve some stress. This was discussed in chapter 5, **Figure 5.34** when veterans were asked to give their views on what they think should be done to improve service delivery in MoVA.
- Budgetary constraints contributed to clients' frustration as clients have to wait for funds to be available to pay out benefits (see section 5.4.3.1). MoVA management should ensure that the annual budget makes provision for veterans' benefits, individual veterans' projects in particular.

6.6 SUMMARY

The study intended to evaluate the impact of training and development on customer service in the MoVA. The researcher highlighted the concepts of training evaluation before and after training provision. Training evaluation appeared to be relevant in the sense that it detects changes in behaviour before and after training attended. Moreover, evaluation helps to determine whether the training provided brought the intended results, which can be done by assessing the initial behaviour (before training) against the behaviour after training provided. Objectives must be set before training to indicate training expectation.

The pre-training evaluation plays a significant role in designing training content; hence, one should not undermine the usefulness of training design. Skills training is essential in the working environment as it brings changes and assists individuals to grow professionally that contributes to institutional performance in return. Thus, changes in behaviour are essential as it shapes the image of the institution.

The researcher gathered that some employees were satisfied with the customer care training attended as it improved employees' behaviour and enabled them to deal with difficult customers on a weekly or monthly basis. Employees further indicated that

during training, other skills were acquired including communication and time management skills however, motivation factors were missing. These type of skills made their working environment easier and enabled them to better deal with customers with different personalities and backgrounds.

The researcher also gathered that the MoVA's customers are frustrated due to lack of funds and prolonged applications for their benefit resulting in complaints. Other factors contributed to clients' complaint includes lack of psychological and pastoral counselling as well as strategies (processes of awarding) used for approval and awarding of benefits. Applications are taking too long to be approved. Other findings indicated that the MoVA's clients (veterans) are different from other customers in general in a sense that veterans are traumatised because of wars and they may not have received counselling upon arrival from exile. Thus, provision for customer care training brought changes resulting in a reduction of complaints received about how employees currently treat customers compared to the past (before training was provided).

6.7 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research is needed on the provision of benefits, to determine whether there is a change in processing and awarding of veterans benefits as it will assist the department in improving their service delivery. The research should include an evaluation of skills training content to assess whether it is designed accordingly. MoVA is mandated to facilitate the provision of veterans' benefits; therefore, more research is required about how to process veterans' applications for their benefits.

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Appendices

APPENDIX 1: EMPLOYEES QUESTIONNAIRES

INFORMED CONSENT FOR QUESTIONNAIRES



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN THESIS

THESIS TITLE:

**Evaluating the impact of Training and Development on Customer service
in Namibia: The case study of the Ministry of Veterans Affairs**

REFERENCE NUMBER: 19558147

RESEARCHER: Frankhilde T. Endjala

ADDRESS: Masters in Public Administration – School of
Public Leadership

CONTACT NUMBER: +264 812704338

Dear Associates

My name is Frankhilde T. Endjala and I would like to invite you to take part in my thesis for my Master's program.

Please take some time to read information presented here, explaining the details of this project. You are welcome to contact me if you require further explanation or clarification of any aspect of this study. Please be informed that, your participation is **voluntary** and you are free to refuse or withdraw if you so wish

QUESTIONNAIRES FOR THE MINISTRY OF VETERANS AFFAIRS' EMPLOYEES

THESIS TITTLE:

Evaluating the impact of Training and Development on Customer service in Namibia: The case study of the Ministry of Veterans Affairs

The aim of the study is to evaluate to what extent has the Customer Care training brought changes within MoVA and how did it capacitate employees with the necessary skills to improve its service delivery.

Part A: General information

1. Please indicate your gender

Male

☐

Female

☐

2. Please indicate at which level are you in the organization

Skilled

Supervisory Skilled

Middle management

☐
☐
☐

3. Please indicate the number of years in your current position

Less than a year

Less than 5 years

More than 5 years

☐
☐
☐

Part B: Challenges encountered by MoVA employees

4. Please rate your customers on average as indicated below

Easy

Difficult

Extremely difficult

☐
☐
☐

5. What challenges do you face when dealing with customers?

Dealing with aggressive and frustrated customers

Poor reception from customers (*customers are not willing to talk to someone who is young or not a veteran*)

Dealing with ill-informed clients (*Wrong or higher perceptions from customers towards benefits as they have little knowledge or do not understand procedures to be followed when applying for benefits*)

Others

a. How often do you face challenges mentioned in number 5

Daily

☐

Weekly

☐

Monthly

☐

Quarterly

☐

b. What measures need to be in place to address these challenges?

Refresher course on customer service yearly

Counselling for veterans due to trauma

Capacity building for both MoVA employees and customers

☐
☐
☐
☐

Others

Part C: Behaviors before and after attending Customer Care training?

6. Did you attend Customer training?

Yes

☐

No

☐

7. How have the skills acquired during Customer Care training improved your attitudes and behavior when dealing with difficult customers?

Excellent

☐

Very good

☐

Average

☐

Fair

☐

Poor

☐

8. How have the skills acquired during training changed your behavior when dealing with clients compared to the past (before attending training)?

Very well

☐

Well

☐

Neutral

☐
☐

Not well

Not at All



Part D: Customer Care training

9. Did you find the training provided useful?

Very useful

Useful

Moderately useful

Slightly useful

Not useful



10. How often should Customer Care training be provided?

Every year

Every two years

Every three years

After three years



11. At the rate of five (5), rate the Customer care training attended.

5 Strongly positive

4 Positively

3 Neutral

2 Negatively

1 Strongly negative



12. What changes does Customer care training made or brought in your work when dealing with customers?

Increase motivation and engagement

☐

Improve knowledge and skills set

☐

Boost confidence and morale

☐

All of the above

☐

Others

13. Did attending training make your work easier?

Yes

☐

No

☐

Explain:

14. What type of skills did you acquire during training?

Communication skills on how to deal with difficult clients (*includes listening attentively, politeness and comfort to avoid temper and remain calm, and using positive body language when dealing with difficult customers*)

☐

Time management (*includes prioritization, responding to clients' queries or complaints within a reasonable time and making right decision without any delay by allocating time between specific tasks.*)

☐

Organizing skills (*including provide clear information and when to refer clients based on their complaints and requests*)



Others

Thank you for your time and participation in this study

APPENDIX 2: SUPERVISORS & MANAGERS' QUESTIONNAIRES

QUESTIONNAIRES FOR DVA EMPLOYEES AT SUPERVISORY & MANAGEMENT LEVEL

THESIS TITLE:

Evaluating the impact of Training and Development on Customer service in Namibia: The case study of the Ministry of Veterans Affairs

The aim of the study is to evaluate to what extent has the Customer Care training brought changes within MoVA and how did it capacitate employees with the necessary skills to improve its service delivery.

Part A:

1. Please indicate your gender

Male ☐ Female ☐

2. Please indicate at which level are you in the organization

Supervisory level ☐
 Middle management ☐
 Management (Executive Directors) ☐

3. Please indicate the number of years in your current position

Less than a year ☐
 Less than 5 years ☐
 More than 5 years ☐

Part B: Challenges encountered by MoVA employees

4. Please rate your clients on average as indicated below


Easy ☐
 Difficult ☐
 Extremely difficult ☐

5. What challenges do you face when dealing with customers?

☐





Dealing with aggressive and frustrated customers

Poor reception from customers (**customers are not willing to talk to someone who is young or not a veteran**) 




Dealing with ill-informed customers (**wrong or higher perceptions from clients towards benefits as they have little knowledge or do not understand procedures to be followed when applying for benefits**) 

Others

a. How often do you face challenges mentioned in number 5

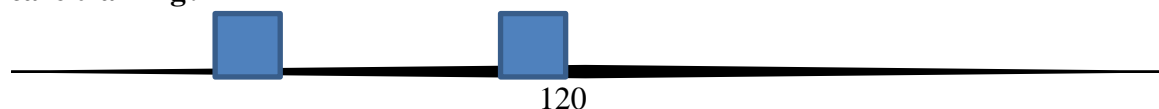
Daily	
Weekly	
Monthly	
Quarterly	

b. What measures need to be in place to address these challenges?

Refresher course on customer service yearly	  
Counseling for veterans due to trauma	
Skills related training for MoVA employees	
Others	

Part C: Behaviors before and after attending Customer care training?

6. You are in charge of your section. Did your subordinates attend Customer care training?



Yes

No

7. How have the skills acquired during Customer Care training improved your subordinates' attitudes and behavior when dealing with difficult customers?

Excellent



Very good



Average



Fair



Poor



8. Does skills acquired during training changed their behaviors when dealing with customers compared to the past (before attending training)?

Very Well



Well



Neutral



Not well



Not at all



9. At the rate of five (5), how do you rate customers' complaints after training?

5 Very high



4 High

3 Average

2 Low

1 Extremely low



Part D: Customer Care training

10. Did you find the training provided useful to your subordinates?

Very useful	<input type="checkbox"/>
Useful	<input type="checkbox"/>
Moderately useful	<input type="checkbox"/>
Slightly useful	<input type="checkbox"/>
Not useful	<input type="checkbox"/>

11. How often should customer care training should be provided

Every year	<input type="checkbox"/>
Every two years	<input type="checkbox"/>
Every three years	<input type="checkbox"/>
After three years	<input type="checkbox"/>

12. At the rate of five (5), rate the Customer care training attended.

5	Strongly positive	<input type="checkbox"/>
4	Positively	<input type="checkbox"/>
3	Neutral	<input type="checkbox"/>
2	Negatively	<input type="checkbox"/>
1	Strongly negative	<input type="checkbox"/>

13. Does training attended make your work easier?

Yes	<input type="checkbox"/>
-----	--------------------------

No

☐

Explain:

14. What changes does Customer care training made or brought in your work when dealing with customers?

Increase motivation and engagement

☐

Improved knowledge and skills set

☐

Boost confidence and morale

☐

All of the above

☐

Others

15. What type of skills did your subordinates acquire during training?

Communication skills on how to deal with difficult customers (*includes listening attentively, politeness and comfort to avoid temper and remain calm, and using positive body language when dealing with difficult customers*)

☐

Time management (*includes prioritization, responding to customers' queries or complaints within a reasonable time and making right decision without any delay by allocating time between specific tasks.*)

☐

Organizing skills (*including provide clear information and when to refer customers based on their complaints and requests*)

☐

Others

APPENDIX 3: VETERANS' QUESTIONNAIRES

QUESTIONNAIRES FOR THE MINISTRY OF VETERANS AFFAIRS' CLIENTS (VETERANS)

THESIS TITTLE:

Evaluating the impact of Training and Development on Customer service in Namibia: The case study of the Ministry of Veterans Affairs

The aim of the study is to evaluate to what extent has the Customer Care training brought changes within MoVA and how did it capacitate employees with the necessary skills to improve its service delivery.

1. Under which projects or programmes are you benefiting benefited from?

Housing and resettlement
Individual Veterans Project
Monthly grant
Medical Assistance
Educational grant

☐
☐
☐
☐
☐

2. For how long have you been benefiting in these programmes?

Less than 1 year
More than a year but less than 5 year
More than 5 years but less than 10 years
More than 10 year

☐
☐
☐
☐

3. How do you rate the benefits facilitated by MoVA?

Very Useful
Useful
Moderately useful
Slightly
Not useful

☐
☐
☐
☐
☐

4. How do you rate MoVA's customer service towards clients?

Excellent	<input type="checkbox"/>
Very Good	<input type="checkbox"/>
Average	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Poor	<input type="checkbox"/>

5. What do you like most about customer service of MoVA employees?

Get feedback on time	<input type="checkbox"/>
Clear explanation on benefits	<input type="checkbox"/>
Problem solving approach	<input type="checkbox"/>
Others	<input type="checkbox"/>

6. What don't you like about customer service of MoVA employees?

Feedback not timeously	<input type="checkbox"/>
Long process to approve benefits	<input type="checkbox"/>
Unclear explanation on disapproved applications for benefits	<input type="checkbox"/>
Others	<input type="checkbox"/>

7. Do you think something needs to be done to improve customer service at MoVA? If so please elaborate.

Refresher course for Customer Care yearly

☐

Recognition for service Excellency yearly

☐

Wellness programme on how to deal with difficult clients

☐

Others

☐

8. In evaluating your most recent customer service experience, what was the quality of service received:

1 Very poor

☐

2 Somewhat unsatisfactory

☐

3 About average

☐

4 Very satisfactory

☐

5 Excellent

☐

9. How would you rate the process for getting your problem resolved?

1 Very poor

☐

2 Somewhat unsatisfactory

☐

3 About average

☐

4 Very satisfactory

☐

5 Excellent

☐

10. How do you define MoVA employees' customer service from the beginning compared to recent years (from 2016 to-date)?

Well improved

☐

Improved

☐

Moderately improved

☐

Slightly improved

☐

Not improved

☐

11. Would you like to say anything that may improve or contributes to better customer service in MoVA?

Thank you for your time and participation in this study

APPENDIX 4: APPROVAL LETTER FROM THE DEPARTMENT OF VETERANS' AFFAIRS



REPUBLIC OF NAMIBIA

OFFICE OF THE VICE PRESIDENT VETERANS AFFAIRS

OFFICE OF THE PERMANENT SECRETARY

Private Bag 13407
Windhoek, NAMIBIA
C/o Robert Mugabe Avenue and Marien Ngouabi Street
Kenya House

Tel: +264 61 296 3000
Fax: + 264 61 305 935
Email address: info@mova.gov.na

Our Ref No.:

Your Ref No. :

Enq: Ms. T Nghishidimbwa
Ext: 3003

16 August 2017

Ms. F T Endjala
PO Box 61646
Katutura
Windhoek

Dear Ms. Endjala


REQUEST TO CONDUCT A RESEARCH STUDY: YOURSELF

Your letter dated 14 August 2017 on the above subject-matter has reference.

I am pleased to inform you that I have no objection to carry out research within Veterans Affairs for your study purpose as long as it is not hampering the day-to-day service and information will be kept confidential.

I wish you success in your study.

Yours Sincerely


Amb. Hopelong U. Ipinge
PERMANENT SECRETARY



APPENDIX 5: ETHICAL APPROVAL

APPROVED WITH STIPULATIONS
REC Humanities New Application Form

28 May 2019

Project number: SPLPAD-2019-7532

Project title: Evaluating the Impact of Training and Development on Customer service in Namibia: The Case Study of the Department of Veterans Affairs - Office of the Vice President

Dear Ms Frankhilde Endjala

Your REC Humanities New Application Form submitted on 11 March 2019 was reviewed by the REC: Humanities and approved with stipulations.

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
28 May 2019	27 May 2022

REC STIPULATIONS:

The researcher may proceed with the envisaged research provided that the following stipulations, relevant to the approval of the project are adhered to or addressed:

The informed consent form does not address the minimum required information of the official REC template for informed consent. Please amend the consent form according to the REC template for informed consent, if still possible. [ACTION REQUIRED]

HOW TO RESPOND:

Some of these stipulations may require your response. Where a response is required, you must respond to the REC within **six (6) months** of the date of this letter. Your approval would expire automatically should your response not be received by the REC within 6 months of the date of this letter.

Your response (and all changes requested) must be done directly on the electronic application form on the Infonetica system: <https://applyethics.sun.ac.za/Project/Index/9384>

Where revision to supporting documents is required, please ensure that you replace all outdated documents on your application form with the revised versions. Please respond to the stipulations in a separate cover letter titled **"Response to REC stipulations"** and attach the cover letter in the section **Additional Information and Documents**.

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (7532) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has

expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Default	Request Letter	12/06/2018	Request Letter
Data collection tool	APPLICATION FORM TO ATTEND SHORT AND FUNCTIONAL TRAINING	18/06/2018	
Data collection tool	TNA Questionnaire (1)	18/06/2018	
Data collection tool	AGREEMENT BETWEEN OMA-RC AND STAFF MEMBER	18/06/2018	
Proof of permission	Approval letter from DVA (2)	07/09/2018	pdf
Proof of permission	Permission letter	07/09/2018	word
Data collection tool	Desktop guides	07/09/2018	word
Informed Consent Form	Consents	07/09/2018	word
Data collection tool	Supervisors & Managers' questionnaires	24/01/2019	word
Data collection tool	Veterans' questionnaires	24/01/2019	word
Data collection tool	Employees' questionnaires	24/01/2019	word
Default	Approval letter from DVA (2)	24/01/2019	PDF
Research Protocol/Proposal	Final Proposal submitted 2016	07/03/2019	word
Default	Research design and methodology	07/03/2019	word

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

*National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Research Ethics Committee: Humanities complies with the SA National Health Act No.61/2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.*

Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

- 1. Conducting the Research.** You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

- 2. Participant Enrollment.** You may not recruit or enrol participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use.

- 3. Informed Consent.** You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents/process, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

- 4. Continuing Review.** The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

- 5. Amendments and Changes.** If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

- 6. Adverse or Unanticipated Events.** Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research-related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouche within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the REC's requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

- 7. Research Record Keeping.** You must keep the following research-related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

- 8. Provision of Counselling or emergency support.** When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

- 9. Final reports.** When you have completed (no further participant enrollment, interactions or interventions) or stopped work on your research, you must submit a Final Report to the REC.

- 10. On-Site Evaluations, Inspections, or Audits.** If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.